

MAR 1949

# CRUISING HOUSE

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By HARRY PLEAT

Vol. 23

No. 7

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Who's Who in Geography? . . . Do You Want to Be a High-  
School President? . . . Adults Enjoyed Evening Literature  
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A JOURNAL for MODERN  
JUNIOR and SENIOR HIGH SCHOOLS

# The Clearing House

*A journal for modern junior and senior high schools*

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# The Clearing House

*A journal for modern junior and senior high schools*

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## Contents

Conservation—or Else! Facts about a Curriculum Lag .....	Vernon Carter	387
A Way Around the Misleading Diploma .....	E. W. Gillis	392
Citizens or “Stool Pigeons”? .....	R. C. Naegler	395
Student Court vs. Student-Council Policy .....	Gerald M. Van Pool	397
Music for Social Studies .....	Lowell W. Beach	401
Who’s Afraid of Poetry? .....	Edwin D. Merry	403
The Death of a Cat .....	Harry Pleat	405
So You Want to Be a High-School Principal? .....	Aubrey Shatter	412
Adults Enjoyed Evening Literature Laboratory .....	Janet Bassett Johnson	414
No End to the Agony .....	Freda D. Saperstein	417
40 Hints for Student Teachers .....	Willard Abraham	421
Guatemalan Graduation .....	Douglas S. Ward	423
Cooperative Administration for Better Teaching ....	Rolland J. Langerman	426
The Counselors Come to Central High .....	D. L. Mumpower	428
Bridging the Gap: Englewood’s Articulation Plan .....	T. S. Davis	431

## Departments

The Spotlight .....	391	School News Digest .....	433
Tricks of the Trade .....	394	Editorial .....	434
Findings .....	427	School Law Review .....	436
Recently They Said: .....	437	Book Reviews .....	438

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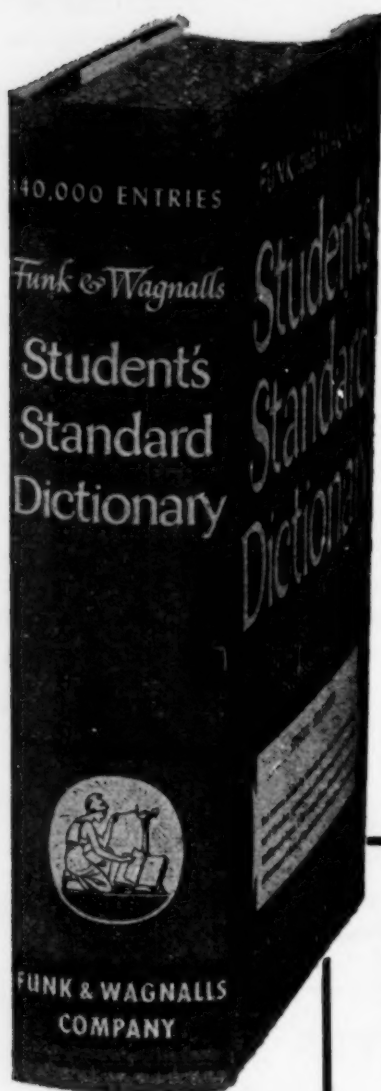
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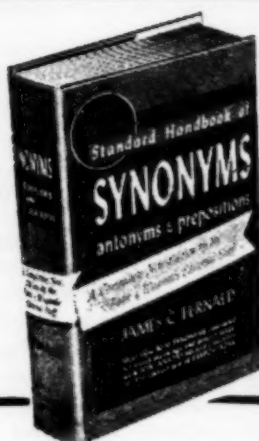
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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

VOL. 23

MARCH 1949

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# CONSERVATION

*The facts about  
a curriculum lag*

# —OR ELSE!

By VERNON CARTER

THE United States is currently in the grip of a "get it while the getting is good" frame of mind. This follows a war in which the drain on our natural resources was staggering.

The extent of this drain is almost impossible for the individual to grasp. Consider a statement by the Secretary of Commerce that *now* "we must import to live"—import materials never before imported, step up other imports once partly satisfied from our own land.

We face a narrowing gap between supply and need. The resource waste of the past century has come home to roost on the front porch—and is fouling up the premises. We have been rich, but we can stay rich only by the cautious management of our remaining basic capital—natural resources.

A positive philosophy of conservation holds that resources should be used to their fullest extent; *but*, they should be used within the principles of minimum waste or loss, substitution of plentiful for scarce materials, and salvage for reuse. In the case of living resources, the seed and breeding stocks must be maintained or increased, and *we must preserve or restore the basic landscape conditions which make high production possible.*

Conservation holds steadily to a high standard of living; and, through increased

production of organic, growing, renewable resources, to a rising standard of living.

Waste denotes sloppy thinking, faults of character, complacent ignorance, and a degree of slothfulness in promoting and utilizing the findings of science. This applies to nations as well as to individuals.

In the realm of natural law, man long has been at the task of discovering the Creator's code. Now that science knows reasonably well the laws of resource use and regeneration, and the processes of abiding by them, it is the obligation of the scientist and of society to announce the findings to all.

However, the common run of man is not always able to comprehend all the implications of a law barely stated. Interpretation is needed. In the field of natural-resource management, it devolves upon every informed man and woman, every school, every group, every radio station, every newspaper and magazine to aid in the task of informing the public about these important matters.

Even with such publicity there is a tremendous number who will not give heed. A man prominent in the struggle to keep America strong and prosperous says:

"After some 16 years of effort in the field of conservation, I am fully convinced that our broad conservation objective will never

be obtained except as much greater emphasis is placed on it in the education of youth. Frankly, were it not for the fact that I sincerely believe the coming generation will have a broader concept of conservation, I would consider our own conservation efforts as being largely wasted. It just isn't practical to attempt to 'teach old dogs new tricks.' This fact is illustrated almost daily."

The schools face a task. They have failed in large measure to teach solutions of the problems of modern civilization. Too often they fail even to present the problems, let alone their solutions. In some cases the solution may not be clear, but this is not true for natural-resource problems. In presenting them, too many schools and colleges are content with purely superficial coverage.

According to a survey made some ten years ago by Cornell University, the conservation courses offered in our institutions of higher learning were pitifully scant. The record of public schools was even worse. Much progress has been made since, but we are a long way from adequate coverage.

Here is a national problem of the first magnitude, attested as such by every statesman and leader in the country, and by most educational organizations. Conservation education is given lip service on every hand. The logical result would be for the universities and colleges to get immediately at the job of preparing teachers to help insure the future of America. There are those, of course, which have met the problem in some degree—a few to an admirable degree—though their light is feeble in the general darkness.

Have state departments of education quickly (say in the past five years, which is fast motion in education) taken steps to *require* that the thousands upon thousands of new teachers entering classrooms each year have at least a passing acquaintance with this series of imperative problems? With a few exceptions, notably those required to do so by state law, they have not. Many states which today are suffering most

from destruction of resources, or from need to develop resources along sound lines, are doing absolutely nothing to cultivate an intelligent public opinion on the matter.

And how about the public schools? We scout around and every fifty miles or so we find a teacher or school or system where someone has the ball rolling in the face of many obstacles—no budget, no training, no teaching materials.

We encounter those who (according to the Cornell surveyors) imagine they are teaching conservation—"Yes, we teach conservation, conservation of health"; or, "We teach the conservation of money." There is nothing wrong with these things, but the gentlemen have missed the proper bus, like the educator who said, 10 years ago, "Ours is an oil town. I see no need for teaching conservation here." We wonder if he has changed his mind in the 10 years since.

And hard headed business—has it done anything? Industry, in spite of its raucous snorts at government planning, knows that it could not survive without foresight. Some keen-minded corporations see very clearly that the end of certain resources means the end of profits. And so, most producers of hunting, fishing, and camping equipment take an active interest in preserving wildlife and scenic resources, as also do the resort operators, the railroads, and the oil refiners, who thrive on travel to these resources.

Makers of farm implements and fertilizers have a warm feeling for soil conservation. Certain lumber companies, paper mills, and furniture manufacturers love unburned and naturally reproducing forest areas. On the other hand, many industries see in enforced conservation a threat to their wasteful, exploitative methods. They see a slowing up of get-rich-quick processes—and they oppose conservation.

In education, the critical factor in dealing with this problem is the attitude of those who hold the keys to the solution—those in charge of teacher-education institutions, of teacher-certification requirements,

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of curriculum construction. Obviously no moving pressure has yet been brought to bear on most of them, either by the teaching profession or the public.

You would think that teachers in general would be vocal in the matter. Their salaries are directly bound to the general prosperity of the school district, which in turn is directly based on the resources produced in or handled by the region. On a sinking resource base there is no possible improvement of financial status in a long-term sense. Either there must be conservation or teachers will go broke along with their communities.

For example, a news item reported a threatened walkout by teachers near Wilkes-Barre, Pa., unless they got their back pay and a wage increase. The school board apologetically explained that the township's financial plight resulted from decreasing tax returns from hard-coal mines well along in process of exhaustion.

We shall not have conservation unless we work for it. From the educator's purely professional viewpoint, the failure to work for conservation is as unthinkable as failing to work for world peace, or equal opportunity, or any other great cause.

Conservation is a continuing national problem—not just a war and post-war headache. If the present crisis in many resources (oil, copper, alloy metals, soil, forests, etc.) and our weaknesses in them do not wake us up and bring about a sustained surge of interest in conserving our raw materials, then indeed we are stupid.

When the armed forces were faced with the necessity of quickly training millions of people, they did not dilly-dally, nor complain that few tried and tested materials and methods were available. They quickly adopted the most modern teaching principles; they prepared courses in a matter of weeks, and used them. Perfect or not, they got the job done.

Why cannot the same system be applied to getting conservation into the curriculums

#### EDITOR'S NOTE

*This article is a vigorous plea for the introduction of conservation education in the schools, even if it must displace some other subject in the curriculum. Mr. Carter is director of conservation education in the Zanesville, Ohio, Public Schools. His school letterhead contains the following information: "Zanesville is the center of the greatest Watershed Laboratories in the nation engaged in a scientific study of a broad conservation policy, embracing soil conservation, reforestation, fish and game management, flood control, and climatic research. Many state and national organizations requested the Zanesville schools to pioneer in this field because of the unusual educational opportunities afforded by the Laboratories." Mr. Carter says that he devotes about half of his time to his work as educational director of the National Wildlife Federation, Washington, D.C.*

of schools and colleges?

Thousands of schools provide nature study of a sort, but in most instances it doesn't mean much because it has no lasting significance in the child's life. When we teach natural history from the conservation viewpoint we make it significant. To understand a resource we must know its relation to other resources, to the whole world of plants and animals, and to us.

Studying a resource from the angle of its usefulness, its past fate at the hands of man, and how to insure its future usefulness, we gain a real understanding of that resource in its relation to humanity.

What is delaying the overhaul of natural and social-science courses and the promotion of conservation education? The answer is: lack of teacher training—lack of knowl-

edge on the part of administrators and supervisors—resistance to change—tradition—lack of initiative and pressure by the agencies and persons who know how to do the overhauling.

The really fundamental difficulty lies in the antagonistic natures of conservation and the present form of academic education. The essence of conservation is the unity, the closely linked interdependencies of soil, water, minerals, plants, animals, and man—the “seamless web” of life and matter. Education, as practiced, is fragmented, compartmented, split, divided, spoked, and specialized from the intermediate grades through the university. General education is a myth. What we call “general” education today is really “miscellaneous” education.

Those very sensitive boys, the book publishers, are slyly slipping a little conservation into textbooks—into elementary science and high-school biology, for instance. Most of them are going very slowly. They cannot get too far ahead of the current thinking of their customers.

Several of the nation's leaders in conservation education have said: “Our best chance of getting conservation into the elementary curriculum is through the science programs. There will be less *resistance* there. By all means we must not try to introduce it as a separate subject, except possibly late in the senior high school as a culminating course. In the lower grades the curriculum is overcrowded now and the offering of an additional subject would certainly be rejected.”

The science approach is a matter of opinion, but let that pass. We nearly always encounter “resistance” when any change in the established curriculum is proposed. Whatever is in is holy. What is trying to get in is undoubtedly demoniac.

There is another avenue of entrance. That is the extracurricular-activity back door. But, what chance would a burning and sustained national problem like conservation of our natural resources have in

a salmagundi like the extracurricular program?

Conservation has got to go into the regular curriculum somewhere and something has got to move over and make room.

True, the elimination of a certain educationally questionable portion of the extracurricular miscellany would provide a starting niche, a small budget of time for a few assemblies devoted to resource problems. These assemblies would be, not entertainment, but education—a status which not all such gatherings can claim.

Furthermore, young pupils can learn to read and write and spell while studying conservation and its related science just as well as they can while studying some fictional story in a reader.

Another, and more promising, entry lies in selective emphasis:

Instead of spending a week on the Eskimos, we shall give 30 minutes to them—and the rest of that week to the farmers on the eroded land nearby.

For the sturgeon in the Black Sea and her belly full of caviar a passing note—but, for the vanishing Lake Erie whitefish, the pollution-poisoned Maryland oyster, the dam-impeded and irrigation-ditch-stranded Pacific salmon, a full consideration.

For the polar bear and the penguin a short period—but for the hard-pressed wildlife of our own county, many hours.

For the sterile details of myriad past battles a tight rein—but for the painful history of resources, their development, destruction, and questionable future, a full understanding of their basic relationships to civilization.

Let us get on with the operation. Excise the dead flesh from our courses of study. Graft in the pulsing, organic (and somewhat pathologic) tissues of today's America.

When history helps us to solve the pressing problems of today, it is good. If it does not, it approaches the status of educational junk. The geography of *our* community and country will help us understand foreign

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problems—but the opposite approach is not nearly as effective.

The teaching of any science, *for purposes of liberal education*, without linking it with social progress and teaching its social significance, is a crime against the student mind. It is like teaching a child how to pronounce words but not what they mean.

Conservation is needed in the curricu-

lum. There are only two things in this country that make it the best place on earth to live. They are liberty and natural resources. If we lose either of them we are fools. Not only is vigilance the price of liberty, it is also the price of prosperity. Only through education—knowing what the danger signs are and what to do about them—can we be properly vigilant.



## \* \* THE SPOTLIGHT \* \*

*Excerpts from articles in this issue*

The teaching of any science, *for purposes of liberal education*, without linking it with social progress and teaching its social significance, is a crime against the student mind. It is like teaching a child how to pronounce words but not what they mean.—*Vernon Carter*, p. 391.

The loudest protest comes from business men who have hired high-school graduates on the false assumption that, because the lad or the lass has a diploma, he must be able to read, write, spell, and figure.—*E. W. Gillis*, p. 392.

Perhaps we have allowed ourselves to become confused by failing to see the difference between the childish act of telling on a playmate (to better our own position), and the act of protecting the lives and security of good citizens against those who stand to profit by silence—the “crooks.”—*R. C. Naegler*, p. 396.

The student council is not now and was never intended to be a police department or a court. The student council is an organization dedicated to the principles of good government and enlightened citizenship, but these will not be achieved by sitting in judgment on other students and forcing various punishments upon them.—*Gerald M. Van Pool*, p. 398.

We hoped that the introduction of music would act as a stimulant and enliven the study of history. The response of the pupils demonstrated that music achieved this end.—*Lowell W. Beach*, p. 402.

It was like this: All my life I have loved poetry. As punishment for this sin I have been assigned

to chain-gang work in the math department, the science pits, and the horrible halls where simmer the social studies.—*Edwin D. Merry*, p. 403.

“My name’s Field, Sam Field,” said the newcomer as he walked to the windows and opened them. “There aren’t many men in this school so we may as well stick together. By the way, did the little skunks give you any trouble yesterday?”—*Harry Pleat*, p. 405.

I’ve watched you; I’ve played more than a small part in your life. I’d say that, though you’re about ripe for a principalship, you’re not mellow enough.—*Aubrey Shatter*, p. 412.

These adults attended regularly and were always happy—for they chose the aims of the course and obtained the equipment for the laboratory.—*Janet Bassett Johnson*, p. 414.

I would like to apply for a Purple Heart with Ivy Clusters for the anguish and loss of weight incurred in the giving of assembly programs last year in the junior high school where I taught.—*Freda D. Saperstein*, p. 417.

The Committee on Life Adjustment Education for Youth . . . has stated that the needs of the 20 per cent of students who will go to college are being adequately met in the high schools, and also the needs of the 20 per cent who are in vocational programs, but that the needs of the remaining 60 per cent are not being met—in fact, that their “educational diet is far below subsistence level.”—*Florence Taylor*, p. 434.

# A Way Around the *Let businessmen rate our graduates* Misleading DIPLOMA

By  
E. W. GILLIS

AS A CITIZEN and a taxpayer I protest that the secondary schools are not turning out pupils who can read, spell, and compute as well as could the boys and girls who were my classmates away back yonder.

The reason that we as a group learned the fundamentals more thoroughly than do the high-school pupils of today is that we were a selected group. In our day, of the unfit, only those who had political influence were promoted regardless of actual scholastic achievement.

Oh, I know how Grandma poured it on the Latin teacher the time Aunt Sarah was about to be flunked. Grandma took that threatened failure as a personal insult. She said, "Miss Johnson, how could you do this to my daughter, after all we have done for you?" You see, in that case it was a matter of personal loyalty and not in any way connected with rising to a fixed standard of excellence in the foreign language. Yes, Aunt Sarah passed in Latin, but it hurt the morale of the whole school. It beat down the standards. It cheapened the diploma.

Nevertheless, only a few dullards got under the wire by virtue of parental influence. Therefore most of us could actually read, write, spell, and do simple arithmetic with accuracy and facility when we were graduated.

It is different now, because the compulsory school-attendance law requires that all of the children attend school until age 16, 17, or 18. And, as we can't have 16-year-olds cluttering up the fourth-grade room along with little folks, perforce the stupid ones are now promoted along with the bright, thereby inevitably acting as sand in

the bearings of the educational machine. Thus the educational process grinds out a product increasingly less capable of surviving rough handling in the mills of the great god Business. It has got so bad that Elementary English Grammar (Bonehead English) and Common Fractions again are being taught in the colleges.

The loudest protest comes from business men who have hired high-school graduates on the false assumption that, because the lad or the lass has a diploma, he must be able to read, write, spell, and figure.

In our town recently some of these good people who think that they have a legitimate cause for complaint—and perhaps they have—beguiled our ingenuous and ingenious new assistant superintendent of schools into a panel discussion before the mike of a broadcasting station and let the discussion veer into the subject of the relatively unproductive teaching of the fundamentals. By rhetorical feints and judicious stalling the proposed victim survived the bout, but was blowing hard at the bell.

The parents who tacitly demand that their children be promoted whether or not they have achieved satisfactorily constitute the nether millstone. The upper stone is the protesting employer, who demands achievement, regardless. The mill itself for some years has been grinding ever more slowly, for the raw grain comes in ungraded as to quality and maturity. And besides, there seems to be no adequate screen anywhere in the mill by which the chaff could be sifted out from the flour. Under the present conditions no miller can keep the unripened grain from going into the hop-

per, nor the bran from being mixed in with the flour. What is needed, of course, is a good set of screens somewhere along the line so that the resulting products shall be segregated and then honestly labelled as flour, grits, middlings—and shall we call it bran? (Yes, there is a place in our civilization for bran, too.)

Now the employer is justified in his protest that in our educational flour there is a lot of useless chaff, and he is right in his demand that a debased flour not be labelled as though it were pure. He has a right to know that a Diploma of High School Graduation means no more than a certification that some pupil has attended some high school for a required period of time, and that usually it in no way is an indication of any achievement of consequence, but solely of attendance and of endurance. Perhaps this should not be.

However, those who control the operations of the educational mill are opposed to any thoroughgoing screening. Apparently they assume that the employer of high-school graduates will do his own screening of applicants. But it is expensive to hire a lad, train him for a month or so, and then find out that his scholastic achievement is so meager that he is unable to do the job for which you are training him. It is in a sense like buying an automobile fresh from the factory without benefit of the customary 30-day guarantee. If the school then cannot guarantee any ability to perform on the part of its graduates, it might be smart for the organized employers to develop a screening device for weeding out the unfit.

Therefore I suggest that some group of businessmen—a younger group perhaps, one whose members still can remember how poorly prepared they, too, were upon entering the business world—take a hand. I suggest that the National Junior Chamber of Commerce or the 20-30 Club:

1. Decide on what constitute necessary standards of achievement in English and mathematics for successful participation as

employees in the various types of business enterprises.

2. Prepare tests in both of those areas—tests which may indicate:

- a. unreadiness

- b. satisfactory preparation, or

- c. excellent preparation for those types of employment which require more than a nodding acquaintance with the fundamentals.

3. Give these tests to any persons, of any grade in school or out of school—children or adults—who may present themselves for examination.

4. Give the tests at stated intervals in buildings connected with the business world and not with education, without any public-school employee to draw up, administer, or grade these tests, and with the whole project completely removed from the possibility of influence by any representative of the public-school system, and entirely a project of representatives of private and free enterprise.

5. Keep a register of those who have passed the tests with a rating of excellent, on file in some central agency, such as the Merchants' Association, the Chamber of Commerce, or the Junior Chamber, so that local employers could give almost exclusive preference to applicants who hold a rating of excellent.

Such a project, if put into effective opera-

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#### EDITOR'S NOTE

*Businessmen, thinks Mr. Gillis, should understand that now, when "all the children," bright and dull, can go through high school and get a diploma, the diploma is no longer a certificate of achievement. He suggests a plan whereby local businessmen could sponsor a central bureau for testing and screening high-school graduates who want business jobs. The author is principal of Longfellow Junior High School, Fresno, Cal.*

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tion, would have the following desirable results:

1. Assure the employer that his employee definitely has proficiency in certain basic types of knowledge and skill.
2. Add an incentive toward higher scholarship in the schools, and yet
3. Permit the schools to continue to ap-

pease parents by virtually guaranteeing a diploma after four years of high-school.

4. Finally, it would not increase taxes nor would it stigmatize or disturb the inadequate pupil or those who may be indisposed toward more than a modicum of study during their final four-year "stretch" of free, compulsory, public education.



## \* \* TRICKS of the TRADE \* \*

By TED GORDON

**GOOD GUIDANCE**—In every school there are children who without your help will have no help, so ask the assistance of each teacher in your school in solving the personal problems of one child by having each teacher, at the beginning of each semester, take on a "problem child."—Contributor unknown.

**COLORFUL CLASSROOMS**—I keep my classrooms beautiful by holding a room-decorating contest between classes. Each class decorates the room, using some holiday theme or other basic idea. This is done in class time in four days or so. The decorations stay up about three weeks. A teacher is selected by the first class to judge the

contest. The winning class is given a treat during nutrition period; the losing classes prepare the treat.—*Mrs. Dorothy Glane, Los Angeles.*

**FLOWERS THAT BLOOM**—Under the windows that are unlined with radiators, put up two or three wall brackets, lay a board covered with gay oilcloth across the brackets, arrange potted plants for a colorful and cheerful effect.—*Mary Beery, Lima, Ohio.*

**MEASURES UP**—If you continually pour certain amounts from the same containers, especially from bottles with caps, you can save time in the long run by indicating on each cap how many capfuls equal a teaspoonful, tablespoonful, etc., and then pouring directly into the cap instead of into a measuring unit.

**MAKING TYPED LABELS**—If short lengths of white adhesive tape are stuck to sheets of waxed paper, they can be run through the typewriter and typed for use as labels, says *Popular Mechanics* "Shop Notes." They are easily removed from the waxed paper and are useful in labeling drawers, filing boxes, sewing cabinets, jars, etc.

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**EDITOR'S NOTE:** *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

# CITIZENS or "STOOL PIGEONS"?

Is our "no-tattling"  
policy really sound?

By  
R. C. NAEGLER

AT ONE TIME in history our ancestors in England found themselves as common people set against an unjust king. Their right to earn a decent living was cut to the point that living sometimes depended on poaching on the king's land. A deer slyly killed and brought back for hungry children to eat represented a worthy prize.

In such a setting only the "lowest of the low" would think of bettering his own position by tattling on the successful hunter. However, some stooped to informing and were justly hated by all who were still free and hungry.

The same feeling of contempt for the informer grew quickly and firmly in this country when early settlers found themselves against an unjust king thousands of miles away. The result was revolution. A fair government of the people, by the people, and for the people followed.

One hundred years ago quick "justice" was dealt out by the people to the rustler when the "law" was far away and could not be depended on to reach the scene and see that justice was fulfilled by due process of the law. There was no feeling of wrongdoing on the part of the good citizen who discovered the cheating rustler and told other good citizens about it. Penalties were swift and sure. Our country grew great on it. Some few times justice did miscarry and innocent people suffered, so courts and police were set up to be sure that fair play ruled.

One weakness that developed in our laws was the fact that, because we did not want the individual trampled on by a foreign court, they were written so that a person

is innocent until the state proves him guilty. (In Europe the opposite is true; a person is guilty when accused until he proves that he is innocent.) This gave quite an advantage to the gangster and the hoodlum in this century. Until the "G" Men came along, we had no force that could take care of the gangsters.

The cheap gangster was quick to see that it would be all to his advantage to bring back to life the idea that "nobody likes a squealer"—the very word "squealer" gives us an unpleasant feeling when we say it. Nowadays it is hard for good citizens to think straight on this point.

We, in this country, find it hard to believe that *we are the government, that public buildings are ours, that crimes of stealing and destruction are crimes against each of us.*

Yes, somewhere in our past we have al-

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## EDITOR'S NOTE

"I am offering this article to THE CLEARING HOUSE," writes Mr. Naegler, "in the hope of receiving readers' reactions to this attempt at changing a common belief. The article is based upon talks which I gave to physical-education classes in our school. Is the viewpoint expressed here just rationalization? Perhaps some constructive ideas on how to redirect adolescent thinking about anti-social conduct may come from discussion of this moot problem." Mr. Naegler is principal of Nevada, Mo., Junior-Senior High School.

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lowed the low cheating element in our population who can and do profit from stealing, lying, cheating, and murdering to set the pattern for the rest of us to follow. The pattern referred to here is that of calling good citizens "stool pigeons" when they approach proper authorities with names and proof of wrongdoing. Perhaps we have allowed ourselves to become confused by failing to see the difference between the childish act of telling on a playmate (to better our own position), and the act of protecting the lives and security of good citizens against those who stand to profit by silence—the "crooks."

We are quick to praise the soldier who performs his duty in war and peace. Should we not be as quick to see that every citizen who protects the life and property of others is performing a patriotic duty, too?

Do we not place ourselves in an absurd position by shrugging our shoulders and letting the gangster element profit by our quiet meekness?

Would it not be our civic duty to report to proper authorities if we saw a man—even one of our friends—stab an innocent child to death? Would we not think it a part of our patriotic duty to prevent such an injustice, if we could, by reporting it quickly, with a sense of pride? And, finally, to the point, do we not owe the same thing to our friends to help protect their property here at school?

Our country is built on the principle of individual freedom and private ownership of property. Without support by *all* good citizens we cannot expect laws to work. Isn't our help needed? Wouldn't we have a better school if we eliminated the petty thievery and the destruction of property that go on

in it? Wouldn't we like school better if we could trust almost everyone, and bring pressure upon those who cannot be trusted, so that they would "stay in line"?

One other point—are we not actually helping a boy who steals, breaks windows, and destroys property, to continue on that path until he really "comes up against the law" as an adult criminal *if we let him "get by" with such acts now?*

This problem requires serious thought on the part of every boy or girl who wants to do the right thing. One boy recently said, "I'd be willing to report things if 95 per cent of the other kids would do the same thing." In other words, doesn't this boy say what we all know—that everyone wants to do, and does, what the majority does? The answer is obviously "Yes!" Then, why should the majority—95 to 98 per cent of all boys and girls, who know already that "life is easier and better if they stay on the right side of the fence"—protect petty thieves and property destroyers who are hurting everyone, including themselves? Do we know that the force we, as a group, exert, is stronger than any fine, imprisonment, or reprimand? We know that as individuals, boys and girls do not do things of which the majority of people their own age disapprove. By our silence we encourage them to think sly thievery is smart, that it is "O. K." if they can "get by with it." Yet we know it is not right and the majority does not approve of it.

Don't we think the morale of our school and pride in our school would certainly soar if we accepted these ideas? Can we tell wherein this viewpoint would not represent a better philosophy for American citizens?

In after years I shall remember and forget much about Nebraska. I shall not forget a T-bone steak. I doubt if ever again I shall be asked to consume a piece of meat 12x7x1½.

—NOREEN GILBERT (exchange teacher from England) in *Nebraska Educational Journal*.

# STUDENT COURT

## vs. Student-Council Policy

By  
GERALD M. VAN POOL

IN a recent CLEARING HOUSE article<sup>1</sup> by Dr. Van Miller entitled "Dominic Takes a Hand With Discipline," there is an account of methods used in the Indian Ledge High School to enforce discipline and to keep students in line. I was pleased to read of the intelligent approach to school problems adopted by the student-council president, Dominic Ciambelli. But I was not pleased—nor was I surprised—to read what happened when those who came after him tried to "improve" on his system.

Dominic and his system were right! His concept of what a high-school student council ought to do and how it should operate shows evidence of mature judgment and a basic understanding of the real objectives of the student council. His idea quite correctly and quite understandably seems to be: Accentuate the Positive!

The student council has a number of excellent, educationally sound objectives. The literature in the field mentions, to name but a few: furnishing worthy citizenship training; providing students with a forum in which to express their ideas; enabling students to learn to do by doing; promoting the welfare of the school; teaching responsibility. There are many others. Nowhere do we find it stated, explicitly or by implication, that the student council exists to punish offenders or that it ought to be a correctional institution. This is evidently something which over-zealous student councils have read into their purposes or objectives.

If the student council expects to do really effective work in character building or in citizenship training, then it must operate in

much the same manner as the church, the "Y," the Boy Scouts, or any other similar organization seeking to influence and to change the minds of men. The student council, as well, must work through its influence and by example.

We cannot *order* a state of mind. If we wish to change people's minds and stimulate them to action we must do it through our influence on them. We must convince them, educate them, train them, and gradually bring them around to our way of thinking. It is not possible for us to order people to be good, to do good, to be outstanding citizens, to think beautiful thoughts, or to buy our brand of pop. If we want people to behave in a certain manner, we must try to create in them that state of mind which will be favorable to us and what we have to offer. But we cannot order, we cannot force that state of mind! The student council would do well to learn this, to understand that it cannot force students to be good citizens, in or out of school, by punishment or the threat of punishment.

I have attended dozens of student-council conventions, conferences, and discussions, and I am frequently asked, "What can we do to punish students who break the rules?" My answer invariably is "Why should you?" At this point there is generally a stunned silence for a few moments and then the air is filled with waving hands and arms, all attached to people who want to explain how and why their student councils feel that it is not only their right but their *duty* to punish offenders. I am not convinced. Even though there are numerous schools that operate what appear to be very satisfactory

<sup>1</sup> December 1948 issue.

student courts, I am not convinced. I do not believe that those who operate a student court have quite sensed the true purpose and the real objectives of the student council. Is it, truly, the business of the student council to punish offenders? Was the student council organized to permit one group of students to sit in judgment upon another group of students? I doubt it.

The student council is not now and was never intended to be a police department or a court. The student council is an organization dedicated to the principles of good government and enlightened citizenship, but these will not be achieved by sitting in judgment on other students and forcing various punishments upon them.

Dominic Ciambelli had the right idea. His plan of action, evidently, was to use students in a campaign to convince other students that it was wise to be law-abiding and cooperative. His idea was not to threaten them with punishment if they disobeyed but to urge them to develop self-control and self-discipline. Specifically, I presume, he enlisted the help of some of the wiser student-council members in an attempt to urge wrong-doers to do better next time. This is good teaching. This is sound pedagogy. Ultimately, control must come from within, anyway. People who are controlled only as long as they are watched and know that they are being watched haven't learned the first principles of self-government.

Punishment is negative but Dominic was positive. He said, in effect, "Let's do it this way. This is a better plan, isn't it?" He did not say, "If you do that, we will take you before the council and you will be punished. Don't do it, or we'll get you." Dominic evidently understood that as soon as we tell a student he will be punished if he marks the wall, he is going to play a game with us. He will then mark on the wall and try not to be caught. If he is caught, then it's just his tough luck. He won't be caught next time.

You see, there is no sense of responsibility here, no thinking that "if I mark this wall I am marking *my* wall. If I destroy school property, I am destroying *my* property." The student here has learned nothing; he is playing a game which he intends to win, by fair means or foul. How much better it would be to use Dominic's technique to curb such acts of vandalism, for example, than to stand the offender before a student court and practically dare him to do it again under threat of punishment.

Dr. Earl Kelley presents an argument against the practice of permitting students to sit in judgment on other students through the use of the student court. He says:

Their [student courts] value, from all available sources of information, would appear to be doubtful. Interviewing an individual who is out of adjustment with his school environment is an extremely difficult task, calling for great skill and understanding. If the school customarily treats the problem children with this consideration, then a student court probably will not be able to improve upon it. If the handling of problem children is on the level of "bawling out," it is probable that a student court can do it as well as or better than it would be done by teachers. The "bawling out" as a corrective device helps teachers and principals to release nervous energy but it is doubtful that it ever resolved a conflict or promoted a child's welfare. It seems unlikely that a student court can rise to the level of the best adult technique in handling problems but it is not likely to sink below the worst adult technique.<sup>2</sup>

If we agree with Dr. Kelley that students cannot handle the very serious discipline cases in our schools, it must follow that if there is to be a student court at all, it may handle only the most minor cases. This, then, is just play-acting; it is an imitation of and a travesty on our court system. It is like using a five-ton truck to deliver a pound of butter. Some student courts, in fact, have such an elaborate organization, with bailiffs, judges, prosecuting attorneys and attorneys for the defense, recorders, and

<sup>2</sup> Earl C. Kelley, *Student Co-operation*. New York: National Self-Government Committee, p. 19.

other personnel, that it is almost silly. I have witnessed "trials" in these so-called courts in which the "criminals" walked out of the door after the case was dismissed and made faces at the court when they were a safe distance away. I have heard them express their opinion of the court with snorts of disgust.

Is this training in citizenship? Are these student violators better citizens now because of their brief encounter with the student court? Do they now have a better regard for the student council and for our court system after being sentenced to sweep the halls, clean the blackboards, or stay after school for a week? The answer, it seems to me, is obvious. This is the negative approach. This is an attempt to *order* a state of mind, and I don't think it will work. Let's, then, be positive. Let's accentuate the positive!

I do not mean to imply that there should be no rules and regulations for a school. I do not mean that these rules need not be enforced. I have been in enough schools and in school work long enough to know that each school day brings with it an assortment of headaches, problems, and crises. I know that there is a steady procession of offenders through the office and that each one has or has created a problem that needs to be settled. Possibly some of these cases will require disciplinary action. My argument is, however, that disciplinary action is no concern of the student council.

If someone has to impose penalties and enforce certain punishment, let the faculty, through the principal or dean, do it. The student council, if it is to be really effective, should have a positive program of educational citizenship activities and should not concern itself with punishing those who have transgressed the rules of the school. Note that I did not say that the student council should not concern itself with *offenders*; I repeat—the student council should not concern itself with the *punishment* of offenders.

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#### EDITOR'S NOTE

*Don't tell Mr. Van Pool that your student council operates a very satisfactory student court. He has heard that before, and never has been convinced. He maintains in this article that it is not the business of student councils to punish offenders, and that any police powers given it will weaken its effectiveness. Mr. Van Pool is Director of Student Activities of the National Association of Secondary-School Principals.*

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I visited a school last year in which, because of a bad locker situation, many books, wraps, purses, and other valuables were piled all over the halls. I was surprised to see this and asked the principal how students dared to leave all these things in such a public place. He told me in dead seriousness that a year ago they could not have done such a thing. At that time, almost anything that was not fastened down was stolen, and nothing could be left lying loose in the halls or elsewhere or it would surely disappear. The change came when the student council was asked to see what it could do. Up to this time, the usual adult, faculty devices had been used: warnings, threats, guards, and all the other devices which made it a game with those who were causing the trouble—and they were winning.

The student council asked for permission to hold an assembly for students only. No faculty members were permitted to go into this meeting, which lasted all morning. From that day on, the principal informed me, there has been no stealing in his school. He does not know what happened in that meeting, but he surmises, and I agree with him, that the students, under the leadership of their elected student-council members, thrashed the whole situation out among themselves. Somehow or other, it was possible for those in charge to change the state

of mind of those people who were doing the stealing. It was not done by force. That had been tried by the faculty and had failed. It was an example of control from within. As soon as the students decided to control themselves and to impose a form of self-discipline, the matter was settled. There was no punishment and no threat of punishment. So far as I know, the system I observed is still in existence in that school and I presume, and fervently hope, that the students, under the guidance and direction of the student council, are still practicing the best kind of control—the control that comes from within oneself.

This is an example—only one example, but a good one—of positive action. There are many more known both to schoolmen and to student councils. It is good for members of the student council to sit down with an offender and try to explain why certain anti-social activities are not permitted in the school. It is effective to have students and student-council members sit down together and have a heart-to-heart talk, facing facts with all the frankness and sincerity of youth. This is a positive approach to a problem, an approach by which student-council members do not threaten and punish but offer their services and their advice. It is a situation in which student-

council members make an attempt to get at the bottom of a situation and to remove the causes of friction.

Student councils can and do sponsor numerous campaigns, drives, assemblies, forums, and other activities to acquaint students with what is expected of them and to encourage all students to abide by laws, rules, and regulations. The student council can and does carry on all kinds of activities designed to help make students better citizens because they WANT to be, and not because of their fear of penalties and punishments.

We cannot *order* a state of mind, but we create one. And THAT is positive action. The student council has far higher purposes and objectives than the detection, apprehension, and punishment of wrongdoers. The student council has a wonderful opportunity to build good will, create better citizens, and teach many of the first principles of right living. It is in an enviable position to change the minds of men.

Let's not make our student councils policemen. Let's not make them sit in judgment on other students and threaten them with dire punishments. Let's encourage our students to practice a modicum of self-discipline and inner control. Let's accentuate the positive!



## Stock Summation

By B. P. BRODINSKY

Here is an all-purpose, attachable summary paragraph which can be inserted at the beginning or end of (too) many research studies in education:

"One of the most important problems in education has been considered here. After carefully (and narrowly) delimiting the problem, questionnaires were sent out. The returns, consisting of 1%, reflected widespread interest in this study. The accumulated data were carefully analyzed and on their basis several hypotheses were formulated. From these, certain conclusions were drawn, indicating several overlapping factors, great variety of practices and uncertainty of philosophy. More research is needed . . ."

# MUSIC for

*A teaching aid at  
Tappan Junior High*

# SOCIAL STUDIES

By  
LOWELL W. BEACH

AT TAPPAN Junior High School, Ann Arbor, Mich., we have been using music in teaching American history.

Probably the impelling motive for experimenting with music was the realization that the usual study of history ignored the cultural activity of man. Too often the focal points of recorded history have been military and political episodes. Man's economic, social, and cultural activities have often been slighted and sometimes omitted. Our project proposed to balance, at least in part, the presentation of history by including the cultural activity of man.

Another objective or hope for the music feature was that its use might arouse the interest of the pupils. Every history class had a few people on whom the usual methods of motivating interest failed. Music seemed to offer another avenue. We hoped that the emotional appeal of music would stimulate the learning of history. And for the enthusiastic students music was expected to enliven the study. If learning is experiencing, then it seemed that the use of music could aid in making the experience vivid and pleasurable.

For purposes of teaching, American history is usually divided into periods: the Colonial days, the Revolutionary days, etc. For each of these periods we sought music which would be characteristic of the period, music which expressed the hopes and fears of the people living in that stage of America's development. Obviously music was expected to aid the pupils in understanding the mood of the times. We reasoned thus: what better means are available for leading pupils to experience and, therefore, learn

such things as the life of the Negro slave than singing and hearing the fine spirituals of the South?

The study of Colonial days was enriched by listening to such records as the "Early American Ballads," the "Virginia Reel," and the "Harmonious Blacksmith" as played on the harpsichord. Some of the pupils were able to relive the Civil War days in singing such songs as "When Johnny Comes Marching Home Again," "Dixie," and "Tenting on the Old Camp Ground." In studying the westward movement, we used cowboy songs which revealed much about frontier life. And when the class was reading about the Gay Nineties, the "Old Timers," a barber-shop quartet type of thing, was played.

It was relatively easy to find illustrative material for each period of history. There are many musical selections which can add much to the quality of learning.

These illustrations are enough to indi-

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## EDITOR'S NOTE

*Songs are being used in Tappan Junior High School, Ann Arbor, Mich., to make American history live more vividly, and to aid in explaining certain American concepts and principles. Mr. Beach says that far from diverting class energy from the task of covering the required ground, the songs save time and increase the students' rate of learning. He teaches social studies in the school.*

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cate the type of music which has been used. One might suspect that the program demands musical training on the part of the social-studies teacher. This has not proved necessary at Tappan. Teachers with little or no musical training have used music effectively in social studies. Much of the music of value to us is available on records. It can be introduced briefly or at some length, depending upon its nature and its place in history. Songs which typify a particular period, as the ballads of Colonial days, can be sung in the music class if the social-studies teacher is unable to lead singing. The music teacher at Tappan contributed immeasurably to the success of the project. She did considerable research in compiling a list of records appropriate for the various periods of American history.

Does the project consume time which is generally needed to cover the content of history? Yes—however, ultimately the music feature proves to be a time saver. Historical periods acquire an additional meaning for the pupils, and they readily understand concepts which usually demand valuable time and effort in explanation. "Ballad for Americans," sung by Paul Robeson, has been used to shorten the time necessary for the difficult verbal presentation of the ideals and principles of democracy. This music gives to the listener a rich emotional experience, and a new value becomes attached to these democratic ideals. Since the music feature facilitates learning, the project should be considered as a time saver.

The cost of building and maintaining a musical library needn't be prohibitive. In our project the cost was not great because: (1) Both the music and social-studies departments have access to the music library maintained by the school. (Here is a prudent and a satisfactory method for curtailing cost.) (2) During the study of modern periods pupils can be expected to bring selections from home libraries. This procedure should be encouraged for economical reasons and for the stimulative effect upon

the pupils. The exploration of home resources and the contribution of music for class work result in wholesome satisfaction and benefit for the learner. (3) Musical records suitable for social-studies work can be gradually acquired. A purchasing plan spread over several years lessens the burden.

What have been the results and possible values of the project? As previously stated, one objective of the experiment was to widen the scope of the history program to include the cultural activity of the American people. The music feature at Tappan accomplished this aim. We found in considering the musical interests of the various periods that the pupils' attention was also called to the literary and artistic activities of the day as well.

We hoped that the introduction of music would act as a stimulant and enliven the study of history. The response of the pupils demonstrated that music achieved this end. Almost everyone enjoyed the music and expressed the desire for more.

Careful observation of the pupils revealed that, in particular, music had its greatest effect upon the "non-academic" type of pupil. The usual presentation of history for these individuals had little appeal. With few exceptions these pupils appeared more attentive and satisfied with history in this experiment. However, music was more than entertainment, for this increased interest often carried over into active participation. It was not unusual for pupils to volunteer to do some reference work in relation to the music or to the composer's life.

Perhaps the greatest value of music in the study of history is its capacity to vivify the historical periods. Music was found to be expressive, in that it forcefully illustrated the character of the times. For many of the pupils American history became alive.

Viewing the program in retrospect, we find the results encouraging. We hope that the benefits will become more impressive as the teachers gain greater skill in its use.

# WHO'S AFRAID OF POETRY?

By  
EDWIN D. MERRY

LAST YEAR at the Wetmore High School, which is the ninth-grade building, we started a club for the study of lyric poetry, and the idea has caught on like the mountain laurel which clings to the steep slopes of our nearby Berkshires.

So very firmly rooted has become this poetry club that the writer is entangled in his own creation. He cannot escape from running a new club this year—he *would not for the world*. I shall indulge in a few words about how our little club came into being.

It was like this: All my life I have loved poetry. As punishment for this sin I have been assigned to chain-gang work in the math department, the science pits, and the horrible halls where simmer the social studies.

At long last I talked back. You know what? They undid my irons, and I came up blinking into the glorious light—I began to teach English. There came a day when I read my first poem—one of Edna St. Vincent Millay's—to an eager class of teen-agers.

"What does it mean?" I asked. And one of the little girls lifted up her voice and told me. I shall never forget the child's clear voice, those intent blue eyes that looked at me as she said, "I think it means that it's more fun to be building something than to have it after it's all finished."

There were other startling, incisive answers. That is why I thought of organizing the literature club. There were more responsive students in my classes, boys and girls.

We met at "the teacher's house," where there were ice cream and cakes—this after discreetly chosen morsels of Millay, Keats, Tennyson, Frost, Shelley, Dickinson, even

that man, T. S. Eliot. There were student and teacher readings, the playing of records of Robert Frost, discussions—the adolescent squeal-fests last of all. (If you run a club don't, for heaven's sake, frown upon this last. It has its place. You may kill your club and not realize what happened.)

The youngsters were grand. The girls helped with the serving, while the boys took over the K.P. duties. It has not been decided yet who had more fun—the students, or the faculty adviser.

At the end of March our club held "An Evening of Poetry and Music" in the high-school auditorium. There were readings of modern and classic poetry, and solos. The program ended with readings of verse written by four members of the club.

Admission fees were not charged, but student attendance was controlled by presenting non-transferable tickets to only those high-school citizens who seemed to be somewhat esthetically inclined.

I shall mention only one tribute to the success of my lyric come-outer party. This

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## EDITOR'S NOTE

*Mr. Merry is strictly a poetry and literature man, where high-school subjects are concerned. Therefore let us try to forgive his hard words about other departments, and recognize his enthusiasm for poetry. This article is about the activities of the literature club which he sponsors. We hope you notice that the club even found a way to make poetry pay. Mr. Merry teaches in Wetmore High School, Torrington, Conn.*

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emanated from a certain rather naughty boy by the name of Philip. Now this same fellow with the holy name had distinguished himself all fall and winter by being essentially unholy. He had pulled back a chair as plump Peggy was about to seat herself; he had wiped his pen on dainty Marie's pure white socks; he had sabotaged the peace and quiet of my second-period study hall. (Phil got a ticket for our "evening of culture" by swearing to me in private that he could and would sit quietly and listen to the boys and girls speak their pieces. I knew that he wanted to be where Marie was, for he had a crush on her.)

Said Philip to me, "You know, Mr. Merry, that poetry stuff wasn't half bad."

You never know what young people can do till you get them to rolling. Those boys and girls were my very own that night, and I loved them. It was not easy to see them walk from my room in June and to know they would not return again as my special charges.

They wrote little poems of their own. Four of them were published in *Young America Sings*, an anthology of student verse published by the National High School Poetry Association of Los Angeles. One of these little lyrics received special mention. Here it is:

*Spring Magic*

By VICTORIA VALIGURSKY

Winds through the pine trees  
Softly do blow;  
Sheep on the hillside play.  
Spring sun works his magic,  
And in place of the snow  
There's the gold of a daffodil spray.

We got out a yearbook—a real, honest-to-goodness literary yearbook. There were twenty stories, seven poems, seven club write-ups, together with the pictures, a joke section, a two-page picture of the class of 1952, and fifteen solid pages of advertisements which our high-pressure student so-

licitors had sold for twenty dollars a page. We took in \$503.50. Our expenses totaled \$417.73. That left us (Wetmore Freshman Fund) \$85.77—if my beloved mathematics has not let me down.

In the fall we started up again. We had our first meeting in early November, in Room 6. Indian summer was weaving her fantastic tapestry of blue and gold off there beyond our windows. I read:

These are the days when birds come back,  
A very few, a bird or two  
To take a backward look.

Three of the stars of last year's club were there to get us properly started. (Jean gave a poised talk about her hero, Robert Frost. She read "Birches" and a few other things.) The teacher was thoroughly happy, and so were the youngsters, I verily believe.

We have big plans. We are to go on the radio, our evening of poetry and music will come earlier this school year, we shall publish another literary yearbook. Most important, by far—youngsters are getting to know that poetry does have something for them. They hear it not only from teacher, but from my poised and respected readers of last year. It is not a class; it is a club, and points may be won toward the wearing of a large school letter.

Next year I shall have a grand reserve over in the big high-school building, across the street. Is it not true that the sophomores will be juniors and the class of 1953 will be the new sophomore class? The year after that—say, this is like compound interest; soon I shall have nothing to do.

Try a poetry club, you English teachers. It is the most delightful school enterprise I have ever launched. If you live near enough I'll lend you some of my sophomores; you won't need more than that. These youngsters are professionals, and they are better than you and I—they have the sharp edge of racers at the very start of the run.

# THE DEATH of A CAT

By  
HARRY PLEAT

**J**OE, A TEACHER of two days' experience, entered his room a half hour before the required time. The janitor had not bothered to open the windows, and throughout the room was a musty odor which the apprentice Socrates was too excited to notice.

He hung pictures of China that he had purchased in an old magazine store the night before. He also opened the closet and laboriously carried to the front benches the readers that he intended to use later that day. Happily he performed all those seeming tasks lest the children find him unprepared to think of them alone. The chores completed, fifteen minutes still remained before the ringing of the bell. Calmly he stood back of his chair and surveyed the empty desks. Thoughts of China entered his mind. Silently he started to teach the desks that his imagination had quickly peopled—

"It sure stinks in here!"

Startled, Joe turned towards the door. There stood a tall, loosely built man whose heavy beard, on a face that had been shaved that morning, informed all the world that Schick and Gillette still had a problem to solve.

"My name's Field, Sam Field," said the newcomer as he walked to the windows and opened them. "There aren't many men in this school so we may as well stick together. By the way, did the little skunks give you any trouble yesterday?"

Joe commenced to say no, but since he instinctively felt that the desired answer was yes he noncommittally shrugged his shoulders.

"Don't let them start anything," continued Sam. "Sock the first one that opens his mouth."

Joe felt uncomfortable. Luckily the bell rang and ended the need for further re-

marks. While Sam strolled to his room, stopping en route to converse with one of the teachers who was standing guard in front of her door, Joe watched the oncoming children. He eyed them with intense interest.

The morning passed rapidly, and Joe's advisory class returned to its homeroom to prepare for lunch-time dismissal. Joe let the children enter the clothes closet a row at a time. With one exception, all went well. Although Crispus Parker hunted in the umbrella rack, under everyone's clothing and in the darkest corners, he could not find his dirty green sweater. Dejected and sweat-erless, Crispus finally left the cloakroom and Joe quickly let the remaining two rows get their garments. It was already three minutes past dismissal time. After the last child had taken his seat, Joe hopefully looked in the cloakroom. There alone on a hook was a sweater, but it was crimson.

As soon as Joe waved the sweater in front of the impatiently waiting class, Charles rushed forward shouting, "That's mine!"

While Charles grabbed the sweater, Joe noticed that the lad was already wearing one sweater. A definitely green and dirty sweater.

Crispus, who had already started to mourn his sweater as lost, walked rapidly forward and good-naturedly helped Charles to pull the sweater over his head. The hungry class, already showing signs of irritation, laughed at Charles while Joe merely shook his head in simulated pathos.

His hair mussed more than usual, Charles ignored both the laughter and the pity. To one who often forgot to tie his shoe laces and who seldom evenly matched the button-holes and buttons of his shirt the mistaking of a green for a crimson sweater was an in-

significant matter. All that concerned him now was his great desire to be home with his beans and his library book.

Chuckling over the mix-up and ignoring his desire for food, Joe prepared the boards for the afternoon's lessons after the class had left. Since half an hour still remained, he then walked out of the school and down the street to the drugstore that was a faculty hang-out.

As soon as Joe entered the store, he saw Sam Field puffing contentedly on a cigar.

"Where in hell have you been keeping yourself?"

Disconcerted by his colleague's question, Joe replied, "I had some very important work to put on the board."

"I'll be damned if I'd waste my lunch period on the little rats. I get paid to teach them five hours a day, and that's all they get. When it comes time for me to eat, I eat."

The furiously mouthed words further unnerved Joe, and it did not add to his comfort to watch Sam move his head backward and stare vacuously at the ceiling, while from his mouth came the sound of gritting teeth. Joe wondered why he had refused to bring the food which his mother had begged him to let her prepare.

While waiting for his dessert, Joe recalled the sweater incident. Still thinking it amusing, he tried to relieve the tension by telling Sam about it.

"What the hell," exploded Sam, "can you expect from these kids? They're all as dumb as hell. Some of these damn Poles don't have a cent's worth of brains."

Nothing upset Joe more than to hear a minority group blasphemed, but the possession of a reformer's good heart was scarcely enough for the world he had unknowingly entered. Sam's bitter and hateful words, although they did not even apply to Joe personally, so disturbed him that when he again returned to his room even the sight of his most darling pupil, Lois, did not ease the tenseness of his drawn features.

At the end of the afternoon Joe felt a little more relaxed, but he still lacked the emotional buoyancy of the first day. As he passed one open-doored room on his way out, the teacher within bade him enter. A little embarrassed because the teacher was very attractive, Joe walked into her room. She was putting on her hat and her upraised arms caused her breasts to come forward in a tempting curve. Sex, sweet and alluring, momentarily made Joe forget his pedagogical cares.

"I saw you looking rather glum," she said, "so I thought I'd cheer you up a bit. Don't let things get you down. You look like a regular fellow who has the interests of the children at heart, and I'm sure you'll get along all right."

She continued to talk.

"If I were you, I wouldn't pay any attention to Sam Field. That bum's philosophically wet. He doesn't know the first thing about teaching or these children. You just try to show these girls and boys that you like them and you'll succeed better than Sam Field with all his yelling and foul talk. Believe me, there are too many like Sam Field on this faculty. If they changed their ways, they would be much happier."

Suddenly realizing that she had blown off a lot of steam, she yelled "Whew," and laughed.

"Please don't mind me. I get that way occasionally. Besides, I've been sore for a couple of hours. I was in the drugstore when Sam shot off his filthy mouth. He's no good. No good for the children and no good for the teachers, especially new teachers."

Her words were exactly what the doctor would have ordered. Joe had inner joy as he looked at her admiringly. Before him was what Joe had expected all of the teachers to be.

The next morning he awoke alert and anxious to live and to teach. Last night he had gathered more information and more material, and he was very much in a hurry to use it. While shaving and breakfasting,

he felt unusually gay. Now he could look forward not only to seeing the children, but also Miss Lang. Often he thought of the words she had used and of the way she looked when she was excited. Joe thought of Sam Field as the Dragon and of Miss Lang as Joan of Arc. Later on the trolley he chuckled when he thought of the mixed metaphor—and he a major in English.

Once again Joe failed to notice the atmospheric change as he entered the building. He walked rapidly up the steps and into the office to sign his time of arrival and to get his keys. While he was reaching for them, Miss Panace came to the door of her office and called him.

Forgetting the keys, Joe followed his principal into her office. At her request he seated himself.

"Mr. Taylor," the principal said, "I'm very sorry that I have not had a chance to tell you this before, but I do want you to know that I am very happy to have you with us. I am certain that you will enjoy being with us and that you will be of great service to me, and to my children. I am quite sure that you will find us all very easy to get along with. We have a grand group of people on our faculty. And of course, if you ever need any help, be sure to call on me. Don't hesitate a moment. Remember, that is why I am here. To help my teachers and my children."

Ever ill at ease in front of any kind of authority, Joe merely nodded, and smiled weakly. He sensed that her words had as much feeling as his palm had hairs. Nonetheless he still felt good because she had taken the time to welcome him personally to the school—that is, until she spoke again.

"By the way, Mr. Taylor, there is one little suggestion I would like to make. It's just a little thing. But I think it would help you and help the school very much. Will you please see that you dismiss your class on time? Yesterday at lunch time your class came down the tower several minutes late. You know, and I really don't have to

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#### EDITOR'S NOTE

*The new teacher had been in the school only two days when something began to happen to him. This story of cause and effect is by a member of the faculty of Barratt Junior High School, Philadelphia, Pa.*

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tell this to you, it would really help everybody if all classes came down promptly."

Joe thought of the dirty green sweater. But while he tried to decide whether she would think he was trying to make excuses, Miss Panace rose from her chair and mentally pushed him to the door. Joe did manage to say, "I'll try harder," to which she replied, "I know you will."

When Joe came out of the principal's office, the main office was aloud with teachers. Joe's face was an index of his feelings, and his face at that moment was very mournful. Although many of his colleagues were morbidly anxious to learn what had happened, they did not question him as he reached for his keys.

His principal's mark meant more than medals to Joe, and he had failed to make a good impression. All his hours of preparation at home had been wasted merely because a little matter of discipline had got slightly out of hand. That damn dirty sweater and that careless Charles! But as Joe mulled over the matter, his respect for Miss Panace increased. Evidently what they had told him about her was not true. They had said that all she did was go to meetings or sit in her office all day. But if that was all she did, how could she have been in the fire tower? She must move around and see personally that all was functioning smoothly. Joe would certainly have to be careful. One more slip and his mark would toboggan.

Joe had been so thoughtful that he had failed to consider the children, but there they were strolling down the hall. Joe

smiled weakly at the first few pupils and let them pass, but when Philip said "Good morning," Joe impulsively stopped him.

"Tell me, Phil, do you remember that mix-up we had yesterday on account of a sweater?"

"Yes, teacher, I sure do. That Charles sure is a card."

"Now tell me, do you recall what Miss Panace said to you when she stopped you in the fire tower?"

"Miss Panace didn't stop us in the tower. No, sir. No one stops us in the tower. Not when we're going home for our beans."

"That's funny," murmured Joe. "I wonder what made me think Miss Panace stopped you children yesterday."

"I sure don't know, teacher," said Philip. Then as an afterthought he added, "The only one in the fire tower was a fat lady teacher from the second floor. But she didn't stop us. No, teacher; she only told us to hurry out so that she could go to lunch."

No sooner had Phil walked into the class than Sam Field came over.

"Is that punk giving you any trouble? Just slug him once. That'll fix him," he said.

"Oh no, he's all right. I was just asking him a few questions about something. Nothing very important."

"By the way, one of the teachers told me that you looked green around the gills when you came out of the old battleaxe's office. What the hell was she pestering you about?"

Joe told Sam what had happened.

"Don't mind what that dame says," exploded Sam. "She tries to work the can off all of us. All she does is sit on her fanny or go to confabs at the Ad. building. Forget it. Don't give a whoop about anything she says."

"What really puzzles me," continued Joe in his anxiety to discuss a matter that meant so much to him and his rating, "is how she discovered that my children did not leave on time. Phil told me that the only one in

the fire tower at dismissal was a fat teacher from the second floor."

"Well, I'll be damned! That lousy stool pigeon is up to her old trick again. Some day I'm going to punch that fat slob straight in the mouth. You see if I don't."

So that was the way it had happened. A teacher had squealed. Why?

The "fat slob" tattled on Joe not because she hated him or even knew him. Somewhere in her childhood she had developed the pernicious habit of using the errors of others as a springboard for the recital of her own imagined glories. Yesterday, with an innocence born of twenty years of malice, she fawningly said to Miss Panace:

"I certainly do not understand why some teachers do not like to stay and help after school. Only today I forfeited five minutes of my lunch time to see that one class went down the fire tower quietly."

Fattie only desired to shout her own praise, but Miss Panace, with an eye for detail, ignored the paen and asked what class had been dilatory in descending the tower.

Joe's mental pain lasted throughout the day and into the evening. While his sisters and brothers heatedly discussed the trouble that was brewing around the world, he brooded. Almost pathetically he wished that he could be with Miss Lang so that she could comfort him.

During the months—pleasant, interesting, exciting—that followed the pinpoint of time when he had self-consciously interpreted his principal's suggestion as a denunciation, Joe learned that the entire faculty had the same slightly pathological regard for Miss Panace's chance remarks.

Ryan and Schwartz, who deemed lunch-time the time to discuss only styles and sex, forgot both when there were rumors about Miss Panace to be interpreted. Another teacher, Tracey, worried about her by day and often encountered her at night in troubled dreams. Even the aged but redoubtable

Miss Randall, who always fortified herself for the rigors of the day by mixing with her morning coffee a strong shot of pre-Volstead brandy, could not weather Panacean criticism. Whenever she received it, in a voice both angry and hurt she related all the petty details to every teacher in the school.

Admired, respected, hated, Miss Panace answered her mail, interviewed parents, observed her teachers, attended meetings. Gossip had it that she especially enjoyed administrative meetings because she thought the superintendent was a dear, dear boy. The dear, dear supe could have done much worse than reciprocate her esteem and affection. Although forty or over, she still retained the youthful charm inherent in good posture, healthy skin, and the ability to set off the simplest dress with the proper trimming.

During these months her relations with Mr. Taylor were limited but cordial. For Armistice Day she asked him to prepare a special assembly program; for Merry Christmas she asked him to decorate the third-floor bulletin boards; for the day before the end of the term she requested a graph showing how many children in the eighth grade lived one, two, three, or four blocks from the school. Whatever Miss Panace asked, Joe carried out diligently. As a reward he received her formal thanks.

One thing, however, Miss Panace had not done yet. Never had she watched him teach for a full period. Surprised by the oversight, one day Joe remarked to Sam Field:

"I wonder why Miss Panace hasn't observed me. It's getting close to the end of the term and time for our ratings to go in."

Sam, never at a loss for a reply, answered, "Don't worry, some day she'll walk in when you least expect her and catch you with your pants down."

Time soon proved Sam a false prophet. A few days after this conversation, Miss Panace called Joe into her office.

"Mr. Taylor, we've been together now for about seven months. According to my

little blue book I have not observed you. Would you mind if I came in tomorrow to watch? What period may I come?"

"Period? Any period you wish, Miss Panace."

"Mr. Taylor, that is very kind of you, but let's not have it that way. I know that an observation, on which so much depends, is a very trying experience. Surely you must have your favorite. Now, which period shall it be?"

Joe looked at his roster a few moments.

"The third period, if it is all right with you."

"Very well," said Miss Panace, "the third it shall be."

The next day at the pre-determined time the principal came with her little blue book. After nodding to Joe and the children, she seated herself at one of the large desks at the back of the room. Although tense at the start, Joe taught well. All seemed to go smoothly. Calmly Miss Panace watched. Occasionally she made brief notations in her little blue book. When the bell rang, she arose and after once more nodding to Joe and the children, she left.

Immediately Joe started to re-live every word, every act, every response. And then without knowable cause he started to worry.

That night he slept peacefully until the cool air of the dawn in an inexplicably subtle manner made him dream. In an elevator Joe watched a vaguely defined, featureless Miss Panace fly around and around and up and up until her intricate pivotings and ascensions frightened him. Terrified, he rushed away and into another elevator. Without thinking it strange, he again saw in all her weird grandeur Miss Panace. As if tired by her recent aerial exertions, she sat quietly holding a book. On seeing Joe, she smiled with her featureless face and hurled the book directly at him. Luckily Joe raised his arm in time—and pushed from his face the warm blanket that was suffocating him.

Aware that the alarm had not yet rung,

he swung his feet to the floor. It would do no harm to reach the school a little earlier than customary. Perhaps Miss Panace, unrushed, might call him into her office and give him his criticism.

Miss Panace did call him into her office.

"It was very apparent," she said, "that you were well prepared. Your knowledge of your subject matter was excellent. You seemed to enjoy sharing your knowledge with the children. The room decorations fitted in with what you were teaching. They too were well chosen. As a whole I thought the lesson went very well, but—"

After a slight pause for emphasis she continued:

"There is one matter that I would like to bring to your attention since you were obviously not aware of it."

Miss Panace leaned forward slightly and gently tapped her fingers together. Her auditor, as if unconsciously seeking support against the shock that was scheduled to come, gripped tightly the sides of his chair. The tapping stopped. Miss Panace spoke in a clear slow voice.

"All the time you were teaching there was a boy on the last seat of the second row who did not pay the slightest attention to anything you said. I greatly doubt that he heard one word. One solitary word. Continually his head bobbed up and down like a bottle in the ocean. Only once did he come out of his stupor. Now, Mr. Taylor, I do not want to seem unnecessarily critical, but that is just what we must avoid. We must make it our business to see that every child is always attentive. We cannot let our exceptions occur. Not even a minute."

Upon Miss Panace's mention of "a boy on the last seat of the second row" there flashed in Joe's mind the image of a bending boy. During her entire talk, that image remained with him. It never left him for an instant, and it constantly grew larger and more intense. The symbol of a nodding boy became a boy to be straightened, a boy to be prodded, a boy to be conquered.

As Joe moved up the stairs that led to his well-decorated room his principal's words felt like drum beats on the brain. Gone was his desire to teach. Gone was his concern for the children. Only one harsh fact kept repeating itself, repeating itself—once again one child had caused him to make a poor impression on his principal. The more Joe worried, the more he sneered at the decorations on the wall, the more he considered the hours spent in the library a waste of time. Maybe Sam Field was right after all. Never let any child make a false move. Oh yes, she had praised his preparation, his knowledge, his manner, his artistry. But to what had it all led? To one damning criticism; and all because of one nodding, inattentive child.

As the day went forward, the dryness in Joe's mouth vanished. But each moment went very slowly and very monotonously. Only one realization put hope in the day. It was Friday.

After the evening meal, the members of his family went to the movies, to dates, to meetings. Alone and anxious to brood, Joe paced the parlor floor. He had turned on the radio, but for many minutes he was even unaware that an opera was being broadcast.

The opera reminded Joe that there was in the cellar a large bottle of Italian wine. Joe filled a large glass for himself. While the tenor continued to warble, Joe drank. Drink led to drink and to an eventual loss of self-pity. Miss Panace became no part of his world. Bending boys did not have to be straightened. Only arms and legs, throbbing pleasantly, existed.

Aware that his legs seemed weak, Joe turned off the radio, and with bottle in hand went to his room. Without formality he lay down on his bed and fell asleep.

Hours later Joe suddenly awoke. Lamp-light pouring in from the street illuminated the shoes that he had failed to take off. It also showed that the clock, which was ticking very loudly on the bureau, had its hands pointing at three o'clock. Aware that the

rest of the family must be at peace with the world, Joe tip-toed into the bathroom. As soon as he had dried his face, by impulse he walked down to the front door and out to the street.

The pre-dawn air of spring was pleasant and stimulating. The quiet street, disturbed only now and then by a speeding automobile, seemed a joyful place for walking. But Joe had only gone a few blocks when all the joy that the alcohol and the sleep and the air had produced in him vanished. All the thoughts that had inspired him to take a couple of large glasses and thus to leave the house in the middle of the night returned once again to his consciousness. Why had the boy nodded? Why did one boy always have to spoil his chance of getting a good mark? Why couldn't he have perfect discipline, since that apparently was the mark of a good teacher?

Joe did not know why the boy had nodded, and Miss Panace also did not know. But there was a good reason. Every night while his principal and his teacher slept to prepare themselves for the day's work, the boy and his pal wandered about the city's quiet and almost darkened streets, collecting in their home-made pushcart paper, pieces of iron, and other junk that people put out along the curbs. Often these money-making expeditions endured until midnight was long past. The only reason that the necessarily sleepy boy went to school was that his mother, returning from her work

of scrubbing office floors, never failed first to push him out of his bed.

Yes, he had nodded, and he would nod again. He would only stop nodding when intelligence and kindness and social aid made it possible for him to stop nodding. In the meantime Joe had got drunk and now he was walking alone on the streets worrying. But he was not worrying about the boy; only worrying about Joe and his mark. Poor Joe.

As he walked, almost suddenly out of his travail came a determination. Hereafter, every blessed child in his room would always sit as straight as a ramrod. If Miss Panace happened to walk unexpectedly into his room, never again would she see a nodding boy. Joe's lips tightened and his step became quicker and more vigorous. Once again life and the world seemed all right. Out of his drinking and suffering had come a plan and a resolution. In his room discipline would always come first, and there would absolutely be no exceptions. He would become what Sam Field and most of the other teachers in the school seemed to admire—a strong teacher.

At the time that Joe suddenly became conscious of the new strength that was to be his, a gently mewling cat walked in front of him. Thoughtful only of his new resolve, he kicked at the hungry animal. Neither seeing nor hearing, the frightened cat rushed into the street, straight into the path of a speeding automobile.



## Too Bad!

By EFFA E. PRESTON

Since juvenile delinquency  
Has made their young so unattractive  
How lucky would some parents be  
Were birth control but retroactive.

# So You Want to Be a High School PRINCIPAL?

By  
AUBREY SHATTER

**D**<sup>EAR JIM,</sup> Among the tidbits Stella brought home last night from her shopping trip downtown was the choice one that your hat was in the ring for Doc Clemons's job. I guess old Doc really means it this time about retiring and going off to California to fish. You and the other young hopefuls will have your chance to run for the money at last.

I got to thinking about you in old Doc's place there, as principal of the high school. In fact, the notion bothered me all day. I tried to see you in the job, but somehow it just didn't jell. Oh, you could hold it down all right, and carry out all the duties and make a name for yourself doing it. There's no one I'd rather see in that position than you—but not now, not just yet.

You see, I know you perhaps better than anyone else and I've sort of kept tabs on you ever since I brought you into this world thirty-two years ago. Through good health, sickness, schooling, I've watched you; I've played more than a small part in your life. I'd say that, though you're about ripe for a principalship, you're not mellow enough.

Jim, there isn't any way you're not qualified professionally to go ahead. You're a schoolman who's mastered his trade: B.A., M.A., and by next fall, Ph.D. You've come along through the grades to be head of the academic department of the high school. When you filled in as vice-principal during Hallett's illness, you showed your stuff. There's no more competent teacher in town and in short order your competency as principal would be well established.

Well then, what's wrong? Your dad used to say of you, "My Jim's a hard worker.

He even works at play. I wonder sometimes whether he knows how to relax."

First time I realized that element of your personality was the day your dad, you, my Ed and I went fishing at Spring Lake. They just weren't biting that day. Long after we decided that it wasn't worth the effort casting, you insisted they must be in the lake somewhere, and off you went by yourself—a little grimly—to prove it. You hooked one and brought him back triumphantly—all ten and a half inches of smallmouth, just above limit. I guess you just had to catch a fish, or the day would have been wasted.

Why, I'll bet you never once let yourself feel, while you were a captain in the army, that you might just be playing soldier! You have a fear, a horror of wasting time, effort, opportunities. You can't understand people who do. You worry about it and as a result, drive yourself.

I can hear you saying, "So what? Things get done that way." Yes they do, Jim. But that's only one way, the way you know, the way that's worked out for you. You're a driver. You get things done. You see them through. Well and good. We need people like you, even in our schools. I'll say this for you: you drive only yourself, not those you're associated with. They find themselves put in a position where they *have to*—not want to—keep up with you. I can see it in Helen and your two boys. I know about it from your colleagues.

Truth to tell, it hasn't hurt anyone yet, maybe never will, but as a leadership principle for the job you want, it won't do. I remember Doc Clemons's words of praise for you. "That boy Jim's the pace-setter in my school. He really makes things hum."

Fine, fine—as long as you're on your own or part of a group. But as top man in a school?

I grant you after you'd been principal for a few months, the old school wouldn't be quite the same. Not that it doesn't need picking up here and there. The teachers would be bearing down getting results; the kids would be stepping lively; the band would be playing in time; and the football team might even win two games in a row. But they wouldn't know why or what for.

And in a year or so, the county superintendent would be bragging about your model school and bringing visitors around. You'd be asked to write articles for the state journal and they'd be good articles about a good school. And pretty soon you'd be a marked man, marked for bigger and better things like a superintendency, say. That's where you'd drive yourself even harder. But Jim, you'd not know why or what for, not really. More money, more responsibility, more prestige, more jobs to—that's all.

You might have to stay with the high school longer than you expect and that's where and when there'd be a rub. You'd have things running smoothly, setting the pace, knowing where every last part fit in and checking up methodically on everyone and everything. No, you wouldn't hurt anyone's feelings; there'd be no pressure; no one could or would say that you weren't aboveboard, fair, impartial—and efficient.

But soon you'd recognize that all wasn't well. Nothing you could put an efficient finger on and mend; just a vague sensing of tension with no definite origin. So you'd drive a little harder and your staff would dig in and keep up the pace. But it wouldn't help, Jim, and you'd begin to worry about it. You wouldn't blame anybody but yourself (and how right you'd be!) but that would only make you drive all the harder.

You could go on that way to inevitable trouble or you could at least learn your lesson. The way I see it (family doctor to most of the town, past PTA president, ex-

school board member) I'd rather you got it the easy way, by yourself, not involving others and before others get involved with you. Right now I'd lay even money on you to, but no more than that.

Let's get back to that leadership principle. It consists not in driving ahead with so much assurance and self-confidence that others just have to follow willy-nilly, but rather in helping others to join in figuring out which direction to take. Not necessarily the way you personally knew was right all along—because really you can't know that—but the way you and the teachers decided all together was the road you wanted to travel. That may not be too clear but if I know you, you'll worry it like a persistent puppy and figure it out. Then you'll come around and tell me that you see your way clear. Intellectually, yes, but it won't be any good until you've made it yours by working at it and on it. And that's a job that'll take more than one year. Are you with it, Jim?

There's more to a school than meets the eye, more than your courses and professors could possibly have helped you to find out. A school is people, Jim, all sorts of people with all sorts of personalities and problems. What a principal—or any group leader who's worth his salt—gets to realize very soon is that a community of human souls adds up to more than just the sum of all its parts. It takes more than knowing *about* people and *about* schools to live with that kind of situation. Sincerely, PAUL CARR

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#### EDITOR'S NOTE

*The former school-board member thought that Jim had all of the qualities needed in a high-school principal—except one. And that is the point of this letter which he wrote to Jim. Mr. Shatter teaches English at Long Island City, N. Y., High School. The article was sent to THE CLEARING HOUSE by Dr. Lloyd N. Morrisett, an associate editor.*

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# Adults Enjoyed Evening Literature LABORATORY

By  
JANET BASSETT JOHNSON

TO PRESENT literature in the Baltimore City College Evening High School, teacher and students set up a literature laboratory. It can from September 1946 through June 1948. Four classes with a total of 102 students participated in the work.

The fifty-four men and forty-eight women ranged in age from eighteen to fifty-five years. Of the number, twenty-five were foreign born, who had varying degrees of difficulty in mastering the English language so necessary to acquiring essentials of the ninth-grade English course which they were pursuing. These adults attended regularly and were always happy—for they chose the aims of the course and obtained the equipment for the laboratory.

In order to motivate the activities of the adult laboratory, the instructor asked the students for suggestions, for their likes and dislikes in books, newspapers, and magazines. They decided that the workshop equipment should include scores of magazines, newspapers, books, the text (*Julius Caesar*), record-making machine, phonograph, typewriter, and dictionary.

The class members decided to join the Enoch Pratt Free Library. They organized into committees so that they might work along lines best suited to their adult interests and abilities. The first committee consisted of half a dozen students who wanted to prepare scenes from *Julius Caesar* for presentation to the class; a second group desired to work with the Feature Section of the *Baltimore Sunday Sun*; a third preferred working with *Reader's Digest*; a fourth asked for a reading list including some books that had been made into photo-

plays; and a fifth committee decided to work with poetry.

After these committees were organized in the literature laboratory, the class as a whole turned its attention to the play, *Julius Caesar*. With a preliminary talk on the historical background of the Shakespearean play and with a discussion of the motion picture, *Caesar and Cleopatra*, based on the play by George Bernard Shaw, the class was launched on its manifold activities in the laboratory. The men and women followed the actors with their texts open, while the Columbia-recorded masterpiece, *Julius Caesar*, with Orson Welles and members of the Mercury Theatre, was played.

Sometimes a student followed the text with such fun and enthusiasm, while listening to the record, that he forgot and read aloud. Then these people enjoyed the free discussion of lines, motives, characters, and plot. During the earlier lessons in the study of *Julius Caesar* only the best readers read the scenes orally. It was necessary to have the reading done well so that the adults would acquire a fondness for the Bard's work.

As the study of the play continued, the group of half a dozen students who had put much time in preparing scenes presented these dramatically for the pleasure of the whole group.

Meanwhile, those who desired to do so memorized parts of *Julius Caesar*. Records were made of their recitations. When these records were played for the students to hear their own speaking voices, they learned wherein their weakness and strength lay. Others clamored to have records made of

their voices. They worked to improve their voices, so that these recordings did much to raise the levels of speech. So enthusiastic did these men and women become, that several of them purchased record-making machines for the amusement of their families.

In the course of time, the committee that had expressed a desire to work with the Feature Section of the *Sunday Sun* went to the Maryland Room of the Enoch Pratt Free Library. Returning to the literature laboratory, they acted as a panel and gave oral reports on the feature articles they had read. The remainder of the class took notes and asked questions.

Summing up the articles found in the *Sun*, one student said, "Some of its literature is practical, some is artistic, and some creative. But all of it is in present-day language and is written by notable living writers." Another commented, "I do wish I could own a copy of all magazine articles that I read at the library." Others expressed themselves similarly.

The *Reader's Digest* committee reported upon articles read, and the class voted three of the articles their favorites. Not only did the students derive real pleasure from listening to the round-table discussion of the magazine articles, but they actively participated in the free questioning that followed the speakers' talks. In addition, they purchased *Reader's Digest* and became regular readers.

At this point in the course, the men and women were really reading good material and appreciating it. Supplied with a supplementary reading list, they derived great benefit from the book committee which gave reviews of such books as these:

Drinkwater, *Abraham Lincoln*  
 Hawkins, *The Prisoner of Zenda*  
 Orzy, *The Scarlet Pimpernel*  
 Dumas, *The Three Musketeers*  
 Dumas, *The Count of Monte Cristo*  
 Wallace, *Ben Hur*  
 Porter, *Scottish Chiefs*  
 Scott, *Quentin Durward*

Scott, *Talisman*  
 Scott, *Ivanhoe*  
 Stevenson, *Black Arrow*  
 Shellabarger, *Captain from Castile*  
 Tennyson, *Sir Galahad, Ulysses*  
 Hawthorne, *Twice Told Tales*  
 Riggs, *Beowulf*

Introduced to Shellabarger's *Captain from Castile*, every student in the class went to see the motion picture. They liked having the characters and general framework of the story established by the photoplay. Differences between the screen treatment and the actual story aroused interest in the details of plot development. In addition, the motion picture was an audio-visual aid that helped these adults not only to appreciate the book but to remember the historical events connected with the plot. Several of the books mentioned have been made into motion pictures, and seeing them will help the students to retain the facts better.

When these adults read a book that had been made into a photoplay, their attention was directed to the movie reviews in the *Sun* by Donald Kirkley. They responded favorably to his pros and cons of photoplays and enjoyed comparing what he wrote with their own views. What's more, the teacher brought to the laboratory several New York *Times* book review sections. Enthusiastically they examined these reviews. One exclaimed, "So that's how the expert reviews a book." Learning that the New York *Times* book review sections are available at

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#### EDITOR'S NOTE

*An adult-education project of the Evening High School of City College, Baltimore, Md., is the literature laboratory described in this article. Each class was divided into special-interest groups, and apparently everyone had a lot of fun. Dr. Johnson taught the classes.*

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the Enoch Pratt Free Library, these people frequently went there to read the reviews.

Finally, it came time for the poetry group to take charge of the literature laboratory. They presented their favorite poems in such an excellent manner that those of us who listened sat spellbound—of course they had the opportunity to have their poem made into a record. Some of the poems they selected include:

William Wordsworth, "I Wandered Lonely As a Cloud"

Rudyard Kipling "Gunga Din"

John McCrae, "In Flanders Fields"

Perhaps one reason for the choice of these poems and the illuminating comments concerning them was that these grownups had among their number many veterans who had firsthand experience of the countries in which the poems were set.

#### Conclusions

These adults increased their love of good literature in the cooperative and friendly atmosphere of the literature laboratory by using records, acting out certain scenes in *Julius Caesar*, having records made of their own recitations, seeing photoplays and reading reviews of them, reading current articles in metropolitan newspapers and magazines, reading classics in the world of books, examining book reviews in the *New York Times* and reciting favorite poems to entertain their classmates.

Students repeatedly expressed the pleasure they had derived in the literature laboratory. One woman said, "I am having a thrilling time." Another commented, "I

joined the library and have read forty-two books since the beginning of this course." A forty-five year old man philosophized, "I have joined the library, and am taking out books and magazines regularly. I have no time to become lonesome now."

For the instructor, the literature laboratory was an adventure; she enjoyed seeing the fun that these adults derived from their contacts with the gifted writers of yesterday and today. She was stimulated to do much more reading herself.

#### Recommendations

It would be excellent to meet the students' request to own copies of certain feature articles appearing in the *Sunday Sun* feature section during the past thirty years. Photostatic copies might be made and these in turn could be mimeographed and set up as workbooks in literature on an adult level. It would be fine to have some contemporary articles included from the *New York Times* magazine section.

Much more could be done profitably with films in the laboratory.

Every man and woman would enjoy having more records made of his favorite poems or choice pieces of prose.

It would be a rare and unforgettable privilege to have gifted local writers—Katherine Scarborough, H. Lowery Cooling, Lawrence H. Baker, James W. Foster and Mark S. Watson—visit the adult literature laboratory and present some interesting facts connected with their scores of signed articles that have appeared in the Feature Section of the *Sunday Sun*.



## The Omniscient Schoolboy Again

Every schoolboy, to use Macaulayese, is familiar with the good old paradox which proves that one cat has three tails. No cat has two tails; one cat has one tail more than no cat; consequently one cat has three tails."—WILLIAM S. WALSH, *Handy-Book of Literary Curiosities*, quoted in *High Points*.

# NO END to THE AGONY

## *or, It's Your Turn to Do an Assembly*

By FRED A. D. SAPERSTEIN

I HAVE A new and perhaps better idea than the merit system for teachers. It will meet with more approval, or at least with approval, which cannot be said for the M.S. It is the handing out at appropriate times and to deserving members of our profession of the Purple Heart. The teacher who feels that he is deserving of one (all wounds are not visible) would apply, and his case would be judged by an appropriate committee.

I would like to apply for a Purple Heart with Ivy Clusters for the anguish and loss of weight incurred in the giving of assembly programs last year in the junior high school where I taught. Here is the history:

Without any warning or previous explanation a schedule of dates for assembly programs was sent to me by the office. Appended thereto was a pencilled note, "Please choose your dates." Since I was the latest member of the faculty the schedule was sent to me last. The choice I had was of signing my name with my left hand or my right hand. I chose my right.

My name next to November 6 sent chills up my back. The insomnia of the teacher across the hall for a week before her program didn't help my morale. I had about a month, ample time to produce a Broadway show and more than enough time to give me three gray hairs, but definitely not enough time to prepare an assembly program from barren ground.

An idea for a play was born in my social-studies class. During a discussion on the loss of voting privileges in Germany one boy suggested that we could do a play on that. "And I could bring in a German offi-

cer's hat!" he volunteered eagerly. Another boy quickly added two Luger pistols, still another a Japanese saber, and three boys in their eagerness to show histrionic ability goose-stepped around the room, heiling at every third step.

When we finally settled down I appointed a committee to bring in ideas for scenes for a play on voting. The chairman wanted to know if he could get extra credit. I told him I would divide mine with him.

I decided that for ease in production the play would be in the form of a radio script with an announcer to tell the story. Although the owners of the officer's hat, Luger guns, and Japanese sabers took the news hard I felt that a script would be best, for thus no child would be burdened with memorization and many more pupils could participate. The boy whose future vocation was Sound Effects Man on the Radio became our sound-effects man. If the major radio stations will pay me handsomely to reveal his name I think I can save them a great deal of heartache. For one full week there was nothing but sound from him and fury from me until I made him into a Committee of Three.

In the meantime ideas were coming in, most of them centering around heils, screams, and gunshots. One Sunday I reluctantly sat down at my typewriter and wrote the script. A very proud teacher sat back several hours later and gazed fondly at her masterpiece.

My usual audience listened attentively to me. "Wonderful, dear," he said, "but I thought you needed something longer?"

"Longer? That's long enough," I replied. "The whole program doesn't have to run

more than half an hour, so this must—"

"I hate to say it," he answered, "but this will run about five or six minutes."

Nonsense, I thought. After all, reading by one person with no pauses for dramatic effect is different from reading by ten or more with sound effects. So I copied parts, handed them out, and we rehearsed scenes until I thought we were good enough to synchronize the whole. The first time we did the whole play the original Sound-Effects Man timed it. He clocked it at six minutes. Privately I blamed it on the fact that he probably couldn't tell time. So we ran through it again, and this time I ticked the seconds off. It ran five and one-half minutes exactly.

And so I spent another weekend rewriting the play. And this time I listened to my husband.

I would like to point out to the Committee for Assuaging Anguish that I have made no mention of the many rehearsals, the attempts on my part to get dramatic action into my actors' voices, the admonishments, the praise, and my despair. Nor do I have to point out, I am sure, that no substitute was sent to take care of my classes, that my school work continued, and that the life of Playwright-Producer was merely added to get my mind off the Russian Situation. It did.

So that the CFAA may get a two dimensional view of the assembly line I must tell you about the end-result of all this worry and work. As the students file into the auditorium I quietly fold my hands over my heart to keep its rat-a-ta-tat from annoying those near me. Signals with the student chairman have been arranged, and I know that if anything goes wrong he will look to me for guidance. I must therefore keep my head. To that end I take a deep breath and relax.

But why the nervousness? For despite the jumble of rehearsals, the seeming lack of planning, the fluidity of production (no rehearsal is like any other), the actual per-

formance is always excellent. The magic of Final Performance before an audience cannot be minimized. And yet I was just as unnerved the third time as the first, and just as thrilled by the performance of my students in the third production as I was the first. Before an audience everyone is on his mettle, all previously neglected instructions are remembered. Voices are loud and clear and sound effects synchronize with action, or dancing with music. When there is a pause it is not because someone has forgotten his lines, but because that pause was supposed to be there.

But, dear Committee, whether the thrill of putting on a roundly applauded performance makes up for the tied-in-knots stomach must be decided by you. Shall I ever forget the morning that Miss W's Talent Scout show was due? The Young Man with a Horn fell down on his way to school and cut his lip. He insisted he couldn't blow. Since he was in two numbers we felt he had to blow. He consented, but not before all of us shared Miss W's doubt and distress for a good part of the morning.

The Star Talent, overconfident and under I. Q.'d, discovered that his elaborate costume was too tight. Having worn it only a short time ago (he said) and since dress rehearsals are practically impossible, he hadn't tried it on until the morning of the play. Some inexpert tailoring with pins helped somewhat, and if the extra high jump that he did in the middle of his number was due to inexpert tailoring you may omit one ivy cluster.

After the late bell rang Miss W discovered that her Master of Ceremonies was among those missing. "Oh, no," she said, "oh no, he can't do this to me!" A frantic telephone call was made to his mother to beg her to send the MC to school if he weren't dead. If not in time for classes, at least for the program.

The mother assured Miss W that her son had gone to school. He wouldn't have missed the performance for a million

marbles. Added to one frantic teacher was one worried mother.

Back in her room Miss W tried to remain cool, and lost, for there in his seat muttering vacantly was the Master of Ceremonies. "WHERE HAVE YOU BEEN?" shrieked Miss W.

"Why here," answered the boy. He had stooped to tie up his costume and thus had been marked absent. He was rushed to the office, the mother was called again, and everything was set—until five minutes before the performance. At that time someone discovered that the piano was locked and no one knew who had the key.

If Miss W doesn't personally apply for a Purple Heart I shall share mine with her.

Nor shall I ever forget the dismay of Mrs. L when she discovered that she had thoughtlessly given the heroine's part in a play to a girl twice the size of the hero. Her only concern being with voices and the ability to act, she had completely forgotten about the final effect. Since both students knew their parts by the time of rehearsal Mrs. L did not feel that she could deprive either of them of the chance of performance. She was at her wits' end when fortunately the undersized hero stayed out for awhile. Mrs. L seized the opportunity and rehearsed madly with someone whose voice was not quite so resonant but who could at least see the white of the heroine's eyes.

Since in the course of a year each teacher is responsible for three assembly programs, the presentation of one does not end the agony. Nor are rehearsals and pre-performance worries all. Before anything there must be an idea for a program. Outside speakers and movies are not allowed.

There was one exception. During Fire Prevention Week the fire commissioner spoke. He was excellent. Each of the boys who marched out of that assembly had at least three ideas on how to set the town on fire that probably had not occurred to him before.

But where to get ideas for programs?

#### EDITOR'S NOTE

*Mrs. Saperstein writes of the slings and arrows that await the teacher whose outrageous fortune it is to prepare an assembly program. Here she records the heartache and the thousand natural shocks to which the assembly producer is heir. She teaches social studies and English in Benjamin Franklin Junior High School, Yonkers, N. Y.*

Holidays give some incentive, and great is our debt to radio for its quiz programs and Stop the Music kind of program. Federal radio scripts cut to size have been used, as have the usual school plays. Once, feeling that I could not go through another series of rehearsals, I decided that for my program I would hold a contest.

Members of the Committee, if I could only tell you coherently of what happened after that! It started in class by being a competition for the best tall story. The winners in each class would tell their tall tale in the assembly, the final winner would get an award, and I—I would get out of rehearsals, worry, anguish, ulcers.

But as I thought about it, I realized that the audience must be prepared for a tall story, must know its genesis, its heroes and heroines. Before I could say "worrywart," there was a prologue, and three acts in which Baron Munchausen, Paul Bunyan, Pecos Bill, and John Henry came to life with lions, hatchets, lariats, blackface, and dialect. The play kept growing longer and longer until there was barely enough time left for the original contest.

And as the play grew longer, so did my worry; how I envied the bus driver who, weary of it all, had turned his bus toward Florida, and freedom! Not only had my original contest turned into a lengthy play, it turned out to be a costumed one as well. And the grief of costumes! The boy who had promised to bring in a red beard for our

red-headed Baron Munchausen reported it lost. The Baron had to wear a black one dipped in red ink, which only made the beard seem glazed and grayish. The boy who promised to bring in hip-length boots did not forget to bring them, but he had forgotten to take them in out of the rain and the insides were wet. Shall I ever forget the look of dismay on Bunyan's face as his foot reached bottom? Or my own helpless laughter as he yelled, "Hey, these are wet?"

One of Paul Bunyan's props was an axe as big as the trees this giant used to chop down. My acrobatic heart did a flip-flop when I saw it. I said, "Absolutely not." I said, "Well, but be careful. Don't let anyone come near you."

As every class has a teacher, so does every class have a comic—not the teacher. My class comic got hold of the axe somehow. My heart froze, but not my feet, as I saw him holding the axe, pretending that he was going to scalp an unsuspecting paleface. I'm sure had I scalped the comic that no understanding jury would have convicted me. I kept the axe after that, close to my desk, where I managed to trip over it often.

This production was like none other—it was long. It was so long that I never did have the time to rehearse the entire thing. We had managed to have one final run-through of Part One, and I had heard the contestants of Part Two in secret. I had always noticed, however, that in final production the action was faster than in rehearsal,

when any interruption would slow or stop the performance. I had counted on this. What I had not counted on was the professional attitude of the actors, who stopped for the applause or laughter of the audience. Since we were not supposed to stay after the bell had rung, and since the bell had rung, I decided to cut the performance.

Now I was in a dilemma, indeed. There were three contestants who had not had a chance to tell their tall stories. The ninth one had her mother and grandmother in the audience, both waiting eagerly for a story probably well rehearsed before parents, grandparents, and cousins.

If I called time whom would I be antagonizing? If I didn't end it immediately whose wrath would fall upon my head? Dear Committee, what would you have done?

I braced my knees against the chair in front of me, signalled the chairman, and in a borrowed voice said, "It is time to go."

A storm of disapproval met my announcement. The audience actually wanted to hear the finish despite the fact that the next hour was their lunch hour, not classroom time. A very humble teacher sat meekly down.

Members of the Committee for Assuaging Anguish, add this note to the not inconsiderable evidence. "Gee," said one of the school's overgrown "bad boys," "that was swell. Thank you."

And my lips were too frozen to respond!



### *Who Said It's Free?*

Studies indicate that family income is the most important single factor in determining how far a pupil continues in school. It is also known that the American high school is not the cost-free institution that it is theoretically supposed to be. The studies indicate that pupils typically spend about \$125 a year in connection with high-school

attendance (clothing, shelter, food, and transportation excluded), that the amount spent by seniors is almost double that spent by freshmen, and that the pupils from the upper-income families spend about three times as much per capita as those from homes at the lower end of the scale.—F.W.T. in *Calif. Journal of Secondary Education*.

# 40 Hints for STUDENT TEACHERS

By WILLARD ABRAHAM

ANYONE WHO has worked with student teachers for any length of time is sure to have accumulated a long list of suggestions based upon the observation of those students "in action."

The following list of "do's" and "don't's" was made during a period of observing student teachers on the secondary-school level in both public and private schools. Although all of these points are frequently stressed to them in seminar meetings, they have learned their meanings far more clearly in the situations where they occurred.

## DO:

1. Encourage your shy students to participate. Just because they are quiet does not mean that they have no problems; it may mean exactly the opposite.
2. Realize that they are on a different academic level than you are, and you have to adjust your terminology and thoughts to their level of experience.
3. Know all school routines—bells, fire drills, grading practices.
4. Present all sides of a problem, particularly on controversial subjects which may come up in the social sciences.
5. Keep your voice loud and clear enough, watching both volume and diction. Be aware of the same factors, including pronunciation, in the speech of your students.
6. See that the class session is not monopolized by one student or a few students. It belongs equally to all of those present.
7. Show initiative toward the teacher with whom you are working. Offer your services to him in grading papers, keeping records, or any other activities.
8. Follow the rules of basic courtesy toward teachers, students, and administrative personnel.
9. Set an example for the class in attitude, appearance, and cleanliness.
10. Adapt as well as you can to the teacher with whom you're working, the classes you're teaching, the physical features of the room and school, and the school's administrative officers.
11. Listen to suggestions of the teacher you're working with, and do your best to absorb them.
12. Keep the whole class busy, making individual assignments which stimulate certain members when necessary.
13. Keep all records neatly and accurately.
14. Realize that your classes are probably not isolated from other classes, and that they must cover a certain amount of material in order to be ready for the next term. Just because you may not be there the following semester doesn't mean your responsibility is lessened.
15. Be ready at all times to justify a grade given to a student.

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## EDITOR'S NOTE

*Mr. Abraham's list of "Do's" and "Don't's" was accumulated for the enlightenment of student teachers. But one CLEARING HOUSE editor suggested that perhaps some "regular" teachers could use these hints. The author is associate professor of education at Roosevelt College, Chicago 5, Ill.*

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16. Follow up after an examination to be sure they learned what you had intended them to learn.

17. Remember that poise and security in front of the class depends largely on being prepared.

18. Understand that just because students don't ask questions does *not* mean that they understand everything you have said. They may ask no questions because they're not informed enough on the subject to frame an intelligent question.

19. Eliminate disturbing mannerisms and monotonous gestures. Study yourself enough to realize which ones you have.

20. Bring each class period to a definite conclusion. Keep it from fading into nothingness.

21. Coordinate carefully the current lesson with past and future lessons.

22. Be on time to class.

23. Cooperate with other teachers whenever the opportunity presents itself.

24. Take advantage of any chance to participate in activities which involve parents and teachers, at meetings, social events, or other occasions.

25. Have questions and criticisms of oral reports come directly from the students whenever possible.

26. Ask a question, and then mention the student's name, so that in the few seconds intervening all will be thinking of the answer.

#### **DON'T:**

1. Talk to the board. Your audience is in the other direction.

2. Let yourself become so full of the subject matter that you fail to bring it within their understanding.

3. Think this is a college class. Even there

the lecture method is not always effective, and it is less so on the secondary-school level.

4. Talk down to the students.

5. Show favoritism. If you can't help it, hide it.

6. Mess up the blackboard. An eraser is more effective than your hand.

7. Be sidetracked by students who make a game of getting the teacher off the subject. The army called them "sharp-shooters." But don't resist efforts of students to discuss and get information on related subjects.

8. Feel you have lost face if you have to admit you are wrong or that you don't have the answer. You'll retain their respect if you do, and the chances are they'll immediately see through any bluff.

9. Do things in the classroom or out of it which the regular teacher has told the students not to do.

10. Find fault with teachers and their practices when talking to the students—not even by implication.

11. Inflect answers to questions in the questions themselves.

12. Try to show how smart you are or how much you know.

13. Falsify your personality by faking a tough or friendly attitude. Just be yourself; it's easier.

14. Forget that the *feeling* of success is a step toward real success on the part of the student. Praise is easy to give, but it has to be handed out discriminately.

Dozens and dozens of hints of this kind come to the mind of the college teacher who supervises student teachers. And an interesting sidelight is that no matter how many students you've known and visited, each through his actions and problems contributes a few more to the list.



Young people, as well as adults, have fears, problems, inhibitions, and satisfactions. Too many of us adults overlook that fact. The problem of how to get his toe in his mouth is just as important to the baby as building and operating a factory is to some adults.—J. R. BUTLER in *Sierra Educational News*.

# GUATEMALAN GRADUATION

By  
DOUGLAS S. WARD

ON A SUNNY Saturday morning in February 1948, the first graduates of Regional Rural Normal School No. 1, Chimaltenango, Republic of Guatemala, received their diplomas from the hand of the Minister of Education. Regional Rural Normal School No. 1, Guatemala's only training institution for rural teachers, is operated jointly by the Ministry of Education and the Education Division of The Institute of Inter-American Affairs, an agency of the United States Government.

To the not too stately strains of the school marimba band, the thirty-three graduates marched solemnly down the aisle between the rows of school desks, carried from nearby buildings. Overhead the blue sky shone through the hempen strands, supporting a living ceiling of moss and flowers, strung between the eucalyptus trees which formed the side walls. Through the trees the volcanos of Acatenango and Fuego towered into the blue. Rising from the crater of Fuego (Fire), wisps of smoke could be seen, reminder of its potential for eruptive destruction which had destroyed the capital of all Central America, now Antigua, in 1773.

At the head of the graduation procession marched a Cakchiquel Indian woman wearing her tribal costume—a square-cut, high-neck woolen blouse, with yellow and red stripes set wide apart on a dark background; ankle-length, wrap-around (two and a half times) green and blue skirt, featuring a plaid effect of geometric designs. Blending the two-piece costume and holding the skirt securely, a wide, woven woolen belt was wrapped around this particular

woman a bit more than four times. Her hair was done up on top in a braid, intertwined with a narrow red ribbon. On her left shoulder she wore, like the other graduates, a corsage of freshly picked flowers. Her costume was in style before the coming of the *Conquistadores*, and she, like her forebears, displayed a barefoot grace which comes only to those who from early childhood carry burdens upon their heads.

Descendant of a proud tribe of the once mighty Mayan nation, this teacher took her place among her predominantly Indian fellow-students directly in front of the platform on which the dignitaries sat. The United States Ambassador to Guatemala and the Minister of Education of the Government of Guatemala occupied the positions of honor. Flanking them were the Information and the Agricultural Attachés of the American Embassy, Representatives of the Education Division and of the Institute of Inter-American Affairs, the Governor of the Department (State) of Chimaltenango, important officials of the Ministry of Education, the faculty of the Normal School, and the editors of the leading newspapers.

When the graduates had reached their places the audience stood, facing the flags of Guatemala and the United States, as the National Anthem of Guatemala was sung. In the hush that followed, before the speakers began their intonations, everyone present knew that he was witnessing an historic event. At this spot the governments of two countries—one rich and strong, the other ambitious and thriving, but small—were celebrating a decisive step in a cooperative

## EDITOR'S NOTE

*Until 1948, Guatemala's rural schools were in the hands of teachers who had qualified for their work by completing the sixth grade of elementary school. Now Guatemala has a new normal school for rural teachers, operated jointly by Guatemala and an agency of the United States Government, and staffed by Guatemalan and U. S. teachers. Mr. Ward, who was present when the normal school graduated its first class, in February 1948, tells about the school and the curriculum revolution which it will lead. He was Special Representative in Guatemala of the Institute of Inter-American Affairs, and now is a member of the faculty of the College of Education, University of Illinois, Urbana, Ill.*

program for the improvement of rural education which had begun in 1945. Here was living proof that good neighborliness was not a mere improvisation during time of war, nor a thing of protocol, proclamations, and striped trousers. Here were teachers—teachers from the United States and from Guatemala—pausing from their labors of improving Guatemala's rural schools by training its rural teachers.

For two school years Regional Rural Normal School Number One functioned without ceremony, quietly working on the problems of building a better future for the rural people—the Indians—of Guatemala. There were hard work and plain living and difficulties. Accomplishments were quietly brought about. But on this day there was a living sense of a good job being done, of a big job well begun, and a realization of the real job about to be started by the graduates on their return to the rural schools from which they had come.

The gathering heard one of the Guatemalans, a member of the staff who had been

associated with the Cooperative Program since its initiation, describe the gradual development of this institution—revolutionary for Guatemala—a normal school operated exclusively for the training of rural teachers. The graduates and the student body knew better than the dignitaries on the platform how revolutionary was their school. Like the rest of Guatemala's rural teachers, they had been exercising their profession without benefit of educational preparation beyond the completion of the sixth grade of the elementary school.

The schools from which they were granted leave during their two years of training were dark, barren, cheerless cells. Within them their charges were expected to learn about things far removed from these green hills and lush mountainsides and the life lived by the survivors of the once glorious Mayan civilization. These children were taught in a language still foreign to their culture—Spanish. They were taught obscure and lifeless facts thought at one time to be preparatory for college. The curriculum was unrelated to this or any other use in this world.

These young teachers, selected with care to include those most hospitable to new ideas, heard the speaker tell of the dynamic results of the establishment at the Normal School of a demonstration school for the children of the neighborhood. The graduates nodded in vigorous approval when the speaker expressed the conviction that they would now go out to create a new type of school in their communities. The speaker hoped that this new type would be much like the demonstration school which these young teachers had established, furnished, and in which they had taught.

The demonstration school was simple. It boasted only one room, and was without benefit of imported gadgets. But it was roomy and light, tastefully but inexpensively decorated, and it was lived in joyously by children who had never imagined anything so wonderful. In the new school

the children of the mountain country learned and practiced things which "made sense" in their surroundings. They learned the satisfaction of cleanliness, the comfort of combed hair, the fresh sensation of well-brushed teeth, the tingling stimulation of the weekly bath—with plenty of soap—in the nearby pool.

In the school garden they planted carrots, cabbage, lettuce, peanuts—and learned to like them as they prepared their mid-morning lunch, served by committees in the classroom. They learned new songs and new games, and played their simple instruments in the rhythm band and celebrated the birthdays of their companions in the classroom. They built a store in the school and studied arithmetic, composition, cooperation, nutrition, and good living as they conducted their own business. Every day was different. Every day meant fun, adventure, and accomplishment. This was, indeed, a *new* school. It bore no resemblance to the dreary, dirty, dark places where parrot-like memorization of things related to life in some other world passed for "education."

The graduates heard the Ambassador from the United States telling of his personal interest in rural people of his own Texas and of Guatemala and in their problems, and of the faith and friendliness of the people of the United States who (largely unknowingly) had a part in this Cooperative Education Program in Guatemala.

They heard the Minister of Education and other high officials in their own government thank those who had directed the program and urge the graduates to supreme efforts in putting into practice what they had learned.

In solemn silence, right hands over the heart, they intoned their promise to keep the pledge which the Director of the Normal School, a teacher from the United States, administered. "Do you promise to use your new training in advancing the welfare of our students and of your community and for your country?" They did! "Do you promise. . . ."

The diplomas, each tied with red ribbon, bore the title, "Teacher, Specialized in Rural Education." This was a new badge of competency, the key to financial advancement, prestige, and opportunity.

The recessionary over, the line of graduates broke. Silently a round-robin of *abrazos*, not without tears, took place. The *abrazo*, reserved for special occasions among good friends, brings the front of one person's right shoulder against the right shoulder of another. Then each places his arms around the other's shoulders and his hands clasp the other's back.

The group posed for a picture, proudly holding diplomas with the red-ribbon bows toward the camera. Then, like graduates everywhere, they said their good-byes and went away, each to take up the task for which he had been prepared.



## Moratorium

By GRACE B. MORTENSEN

Practice all your lessons,  
Use right words each day.  
No "he don't's" or "ain't ya's."  
Watch out what you say.

Tomorrow try to watch your step,  
Don't say "lie" for "lay"—  
*But, Teacher, you forgot—  
Tomorrow's Saturday!*

# Cooperative Administration for BETTER TEACHING

By  
ROLLAND J. LANGERMAN

THE DEGREE to which teachers will utilize democratic principles in their classrooms is somewhat conditioned by the type of relationship that the administrators maintain between themselves and the teachers. If this relationship is one of domineering administrators using autocratic methods in the functioning of their educational system, this same type of atmosphere is apt to be carried over into the classroom. If, on the other hand, a friendly, cooperative spirit is maintained, teachers will be inclined to manifest this same spirit between themselves and their pupils.

It is in this field of teacher-administrator relationships that Walled Lake, Mich., Consolidated School has made its greatest progress. This has been accomplished in two ways.

The first was curriculum study through teacher participation. Each department, made up of both junior- and senior-high teachers, elected its own department chair-

man to supervise the formulation of a new course of study for the department. All work was accomplished by the teachers, and the courses of study were reviewed and approved by the principals and the superintendent. This curriculum study is a continuous process, and each year the courses of study are evaluated and revised accordingly. Each course of study is based upon our school philosophy and objectives, which were prepared by a joint committee of teachers representing the elementary, junior, and senior high school.

The second way in which more cooperative relationships have been realized here at Walled Lake has been through the formation of committees comprised of parents, administrators, and elementary-, junior-, and senior-high-school teachers. Committees were appointed on public relations, salaries, ethics, sick-leave policies, and classroom courtesy and discipline. After meetings were held and resolutions evolved, committee chairmen reported their recommendations to all the teachers for further discussion and approval.

One of the best examples of this cooperative spirit was exemplified by the salary committee in its dealings with the superintendent and board-of-education members to agree upon a satisfactory salary schedule. After a salary schedule had been formulated and approved by the teachers, it was submitted to the board of education by the salary committee in a joint meeting. In a democratic way both sides expressed their views. The teachers explained their need for higher wages, and the board expressed the limitations of their budget. A salary

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## EDITOR'S NOTE

*If we want democracy taught and experienced in the classroom, a good preliminary is to develop more democratic relationships between teachers and administrators. Working upon that assumption, Walled Lake, Mich., Consolidated School has been making progress in developing the cooperative administrative procedures explained in this article. Mr. Langerman teaches in the school, and is chairman of the Salary Committee.*

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schedule acceptable to all was eventually approved.

It is believed that fewer misunderstandings between teachers and administrators will arise if procedures of this nature are allowed to become a regular part of the school system.

Just because democratic relationships exist between administrators and teachers, there is no assurance that this type of atmosphere will be carried over into the classroom. Nor can there be assurance that graduates will be better educated in the democratic way of life because of this procedure. However, it does seem only reasona-

ble that if teachers are working in an organization based on democratic principles, they will be inclined to utilize these same principles in their classrooms. Assuredly, a satisfied teacher will be a better teacher than one who is dissatisfied, and the best way to obtain a satisfied teacher is to maintain a pleasant, cooperative spirit throughout the school system.

We at Walled Lake fully understand that we do not have the complete solution to this problem of teaching boys and girls the democratic way of life, but we do feel that we have at least made one step in that direction.

## \* \* \* FINDINGS \* \* \*

**SPRING FOOTBALL:** A large number of Missouri high schools have spring practice sessions in football, ranging from 2 to 6 weeks, says Jack Matthews in *School and Community* (Missouri education journal). An inquiry in 8 neighboring states disclosed that in 3 of the states, spring football practice is permitted. Regulations prohibiting the plan were adopted in the other states within the past 14 years. In 2 of the states that allow spring practice, Kentucky and Tennessee, prohibiting regulations are being considered. The obvious arguments in favor of spring practice are that it gives the coach more time to teach his players, and gives the team an advantage over the many teams that have no spring practice. But there are arguments against the plan: It overemphasizes one sport. Most high schools have only one coach—and if he spends 2 to 6 spring weeks on football, regular spring sports suffer, and participation of students in other sports is limited. Spring football also increases athletic expense and the number of injuries. In 1947, says Dr. Matthews, Texas adopted a rule prohibiting spring football prac-

tice. The following spring, the number of Texas high schools with baseball teams increased about 30%.

**READING ABILITY:** It is extremely unsound to have all learners at any particular grade level required to use the same materials, says Ray H. Simpson in *Illinois Education*. In a study of the reading ability of 565 10th-grade students in a large Midwestern city, 11% were found to have reading ability of the 4th- to 6th-grade level, and 17% had a reading ability of 13th to 16th (college) grade level. The remaining 72% had reading abilities that ranged rather evenly from the 7th- to the 12th-grade level. Only 14% of these 10th-grade students had a 10th-grade reading ability. Similar findings resulted from a study involving 380 10th-grade students in a Southeastern city: 8% had a reading ability of 5th- to 6th-grade level, 18% a reading ability of 13th- to 16th-grade level—and only 12% had a 10th-grade reading ability.

**MARRIAGE COURSE:** Elkton, Mich., High School recently took to the parents of the community its plan for a course on preparation for marriage, including sex education. A questionnaire sent to parents, says *Michigan Education Journal*, was answered by about 100. Some 75 parents favored the course and 15 opposed it. The survey also showed that 78 parents approved sex education, 12 disapproved; 67 favored instruction on dating, 13 opposed; and 83 favored instruction on courtship behavior, while 11 opposed.

**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

# THE COUNSELORS

## Come to Central High

By  
D. L. MUMPOWER

SINCE SEPTEMBER 1947, every pupil at Central High School has had a counselor. Once during the initial month of our counseling program, a mother called to inquire about a problem that confronted her son, Alexander. The wrappings had hardly had time to be removed from our newly set-up counseling department, and many people did not know what to call it. They did know, though, that their children had someone at school who would help them with personal problems. That is how Alexander's mother happened to ask, "Who is Alexander's sponsor?"

I gave her the name of Alexander's *counselor*, and suppressed the urge to congratulate her for selecting a more vivid term for it than we had done. After all, that is what a counselor is—the pupil's "sponsor," someone who stands up for him and tries to keep him headed in the right direction.

The counseling service was inaugurated at Central High last year. It was not the first year counseling was done at Central, for counseling has been a part of the school program for a number of years. But it was the first time counseling was organized as a separate department, with persons paid to devote their time to it. Counseling services have been greatly expanded, enabling the school now to do a number of things for all children that formerly could be done for only a few.

The aims of all counseling programs are the same, and these we will pass over. Programs vary only in methods and in points of emphasis. Ours gives a little more attention to educational than to vocational counseling, principally because over 60 per cent

of our graduates go to college, but actually we devote almost as much time to personal adjustment and vocational guidance as to educational counseling. Since the ultimate goal of all counseling is an individual who is happy and successful in life, it would be difficult for counseling to help him attain that goal if it were directed to only one side of his life.

Our main problem in forming the counseling department was not "what to do" but how to do it, and especially how to adapt procedures to the school program.

The first consideration was for the counselors to have easy access to the pupils they were to counsel. To satisfy this need, the program was organized so that pupil and counselor would be able to get together for conferences during the pupil's study period. All of our pupils, except those in Diversified Occupations and a few irregulars, have one study period, and each pupil is assigned to a counselor who is on duty during his study period. The pupil ordinarily keeps the same counselor throughout his three years of senior-high schooling, and his schedule each year is arranged so that his study hour coincides with one of the three duty periods of his counselor.

We have four half-time counselors, selected from the faculty, who teach three periods and counsel three periods. Their counseling periods are staggered so that two persons are in the counseling office every period. They are on duty Saturday mornings and also work two weeks beyond the close of school in June to help with the succeeding year's schedules. For these extra days of duty they receive a salary

supplement. On the average, a counselor has approximately 300 pupils to counsel, or about 100 pupils assigned for counseling purposes at each period. The pupils remain in study halls but are available to the counselors on call.

Having found counselors and arranged a program that gives them easy access to the pupils, the next consideration was that of office space and supplies. Fortunately, an administrative office became available, and this was converted into a counseling office. It consisted of two private rooms and was equipped with desks, chairs, and telephone. Some shelves and a locked cabinet were added. The shelves now hold books, college catalogs, and numerous counseling materials and aids of all types, and the cabinet contains all counseling records.

A folder for each pupil in school was placed in the cabinet, which is kept locked when not in use. Into this folder goes a two-page personal data sheet, a record of the pupil's scores on special tests (mental, reading, aptitude), records of interviews, ratings of the pupil by counselor and teachers, and any other pertinent information collected during his tenure at the school.

The few forms that were devised were experimentally mimeographed during the first year. These included: (1) an assignment slip, filled out in duplicate by the director—one copy for the counselor as notice of a pupil assigned to him and one copy retained in a central file of all assignments, (2) a call slip, by which the counselors summon pupils from study halls for interviews, (3) a personal data sheet, filled out on all pupils, forming the basis of initial interviews and supplying certain information needed concerning the pupil, (4) a rating sheet on which counselors rate their subjects on thirty-five personal, social, school, and home factors. There are several other forms that are used solely in the study of special problems.

Several rules are observed in assigning pupils to counselors. One already men-

tioned is that each pupil is given a counselor who is on duty during his study period. All assignments are made by the director, to insure uniformity and prevent duplication. Except in rare cases, no pupil is assigned to a counselor who happens to be one of his teachers. This policy is considered very important, since we have stressed the fact to the pupils that the counselors are not to be responsible for taking or recommending disciplinary action. We want the pupils to feel free to discuss all things with their counselors without fear of punishment being brought on by divulgences made to the counselors.

Briefly listed, the various activities pursued by the counselors during the first year were these: (1) prepare a file (counseling record) on each pupil, (2) interview every pupil at least twice during the year for the purpose of getting acquainted and keeping check on his school progress, (3) see pupils with special problems (educational, vocational, social, psychological, emotional) as many times as necessary to effect an adjustment (also any other persons, such as teachers and parents, who could contribute information and advice), (4) plan programs of studies for the succeeding school year for all pupils except seniors, (5) make a survey of all pupils' vocational interests and put this information in the counseling records, (6) begin a file of books, catalogs, voca-

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#### EDITOR'S NOTE

*"This article," writes Mr. Mumpower, "is an account of how a counseling department was organized in our school, and of how it was operated during its first year. Since a number of high schools each year organize counseling services, our experience may be beneficial to others who are inaugurating such a program." The author is assistant principal of Central High School, Jackson, Miss.*

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tional information, and counseling materials.

This year, in addition to these activities, the counselors have administered mental tests to all new pupils. They are also giving vocational-interest tests to pupils expressing a desire or need for guidance in the choice of a vocation.

It is expected that more time can be devoted this year to pupils manifesting maladjustment problems. Much good was accomplished in this area last year; more can be done this year. With many routine clerical and administrative matters—always incident to new organizations—out of the way, there will be more time for the home visitations, consultations with specialists, conferences, and other activities that furnish the information on which effective counseling is based.

More time will be devoted to all pupils—to getting better acquainted with them, checking more closely on their school work, encouraging those who need it, advising pupils about their future educational programs and their occupational careers.

Liaison with other teachers, with the home, and with civic organizations inter-

ested in counseling will also come in for an increased share of our attention.

On the physical side, our counseling program needs most of all to have an adjunct to the counseling office for a waiting and reading room. Pupils waiting to see counselors must now stand in the hall. There is a large and invaluable store of material—educational and vocational—on the shelves in the office which would be of benefit to the pupils if it could be made available to them at all hours of the day in a reading room adjoining the office.

This has been a brief outline of the organization of our counseling department. To delve into the actual workings of the program, to cite case histories, to picture the counselors in action would require many more pages. With this program we feel that we are on the right road to a better understanding of our pupils' needs and problems, and to more satisfactory adjustments than we have had heretofore. Each pupil has now what he needs most of all, what Alexander's mother called a "sponsor," and with the counselor taking a personal interest in him he should find the road ahead of him much easier.



## To Some, Freedom of Thought Is Subversive

In brief, in a democracy we don't know exactly where we are going and admit it. We put our faith in freedom of thought. Democracy advocates using all the humanitarian devices possible to encourage the development, expression, and action of the creative spirit of man. We believe in force only as a last resort, but are great believers in revolution if it becomes necessary to protect free thought.

By contrast advocates of Communism or Fascism because of their distorted psychological behavior are sure of where they are going. Thus it follows that they dare not allow any subversive activities of the people.

Thus, freedom of thought, which includes subversive thought, will be with us if democracy is to

prevail. This is true because it is simple logic that to squelch "subversive thought" presupposes a group or an individual with the ability of saying what exactly is subversive thought and what is not. Defining what is subversive further presupposes an ultimate end-point in government clearly in the minds of those who are drawing the line between subversive and non-subversive doctrine. When this happens the foundations of Communism or Fascism have been established. Such a procedure becomes an act of setting up a police state in an attempt to keep from becoming one.

Faith in freedom of thought is democracy's weapon against those who would destroy it.—D. D. DARLAND in *Phi Delta Kappan*.

# BRIDGING the GAP:

## *Englewood's Articulation Plan*

By

T. S. DAVIS

THE ORGANIZATION of our educational system, divided as it is into its separate areas of nursery school, elementary school, secondary school, and college, creates one of our greatest problems—lack of articulation. It is true that these separate units have justifiable advantages, for each has its own particular function that can be carried out successfully in its own unit. However, they also cause “breaks” in a child’s education when he goes from one kind of school to another.

As in many other schools, inarticulation became one of our major problems. Adjustment from the junior high school to the senior high school was very slow—if it took place at all. We decided to work on the orientation of our students to facilitate the transition to the secondary school. We felt that our pupils might make a better adjustment if we could provide a program which does these things:

1. Explains the organization of the high school.
2. Explains its operation.
3. Shows what it has to offer.
4. Introduces the teachers.
5. Explains purpose of guidance staff.
6. Introduces the guidance staff.
7. Describes plan layout.
8. Explains the extracurricular activities.
9. Acquaints parents with foregoing information.
10. Gives senior-high-school advisers a better understanding of our pupils.

Thus a six-part program has been evolved to achieve these ends. The program begins in March of the ninth year, when a meeting is arranged for the students, principal, and faculty advisers. A general discussion is held on the various phases of senior high school—its organization, curriculum, extracurricular activities,

etc. The purpose here is to make the pupil aware of the variety of courses open to him, their requirements and possibilities, and to stimulate his thinking about the direction he should take. No decisions are made at this time, but recommendations are made to those who show promise in any special area, such as music, art, business, vocational, or academic. Individual conferences are invited for those interested. Projection thinking should be stimulated so that the student begins to think in terms of what will be best for his own particular needs and interests.

The second part of the program is a meeting of the parents of the ninth-grade students, the principal, and advisers with the guidance staff of the senior high school. The parents are given an opportunity to become acquainted with those who will direct their children in high school. The members of the guidance staff discuss the possibilities and requirements of the curriculum and the role of the parents in this program. A question period follows, and often individual conferences are held.

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### EDITOR'S NOTE

*For the past three years, a program of articulation between Lincoln Junior High and the senior secondary schools of Englewood, N. J., has been in effect. Mr. Davis, who explains the plan, says that it has done much to help new students in the high school to make a quicker and better adjustment. He is principal of Lincoln School in Englewood.*

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The third phase of our program is a very stimulating panel discussion. The members of the panel consist of senior-high-school students who formerly attended our school. These students discuss the high school from their point of view—the program, teachers, activities, social life, etc. Questions are frankly asked and answered. This type of discussion has proved most helpful. The discussion is planned and carried out entirely by the students and is one of the key points of our whole program.

Part four in our program provides for a visiting day at the senior high school. This is done on as individual a basis as possible. Each of our students has a "big brother" or "sister" who conducts him to all his classes. The visitor—our student—is introduced to each teacher of the classes he attends, learns the physical set-up of the school, lunches in the cafeteria, and participates in some of the activities of the day. The senior-high-school advisers meet our students and discuss the general plan and purpose of the day. This program is carefully planned before the visit takes place. Principal, students, and advisers discuss the program for the day. A follow-up discussion at our school is held on the day after the visit, to clarify any point or to answer any questions.

Next, an individual conference is held between the student and his adviser-to-be. His high-school program is planned in the

light of his record, future plans, ambitions, and recommendations of the principal and advisers who are on hand to help. The final decision on the selection of courses is made by the student and his parents. In special cases, individual programs are planned for those who cannot follow a straight academic course.

The final step is the making out of a supplement to be added to the cumulative record of each ninth-grade student. In concise form, a confidential record is made, including such items as personality traits, the student's aims, his achievements, and the teacher's recommendations. Attention is called to any particular talent or ability, and suggestions are offered as to the kind of direction that might prove most helpful for the development of each individual. This has been extremely valuable in aiding "new" teachers to understand our students better.

This program has been in operation for three years and has proved to be effective in helping students make a better adjustment. It by no means solves the entire problem of articulation. As we all know, unsatisfactory adjustments may be due to inarticulation in teaching methods or administration. However, proper orientation does help to bridge the gap between junior and senior high schools. Unless a student makes a satisfactory adjustment to his school, he will not work happily or effectively.



### *Inoculation Against Propaganda*

Our schools take great care to see that children are immunized from physical diseases such as measles, chickenpox, smallpox, diphtheria, and tetanus, but very little has been done to insure that they will not be infected by the propaganda "germ," one of the most contagious "germs" existent in our society. Propaganda ranks first as a killer of mental objectivity, just as surely as heart disease and cancer rank first among the modern

enemies of the human body. Is it not time that the schools adopted more vigorous measures to inoculate the youth of the country against its effects?

The simplest approach to the study of propaganda is, of course, to begin with the most obvious and most easily understood forms and to progress to the more involved. For the average pupil a knowledge of consumer propaganda and political propaganda is probably the most valuable.—L. H. GARSTIN in *Social Education*.



# SCHOOL NEWS DIGEST



Edited by THE STAFF

**McGRAW-HILL BUYS GREGG:** The Gregg Publishing Co. and its associated enterprises have been purchased by the McGraw-Hill Book Co. Gregg will retain its name, its staff, its corporate identity, its program, and its offices, but will be operated as a subsidiary of McGraw-Hill, as its business-education division. All business-education books of the two firms henceforth will be published as Gregg texts.

**CONSERVATION:** "Ranger 'Rithmetic" is the title of a series of study guides, for teachers in grades 3 through 12, which are being published by the U. S. Forest Service. In the pamphlets, mathematics will be presented in terms of conservation problems. The first 10-page pamphlet, now available, is for sixth-grade use. It contains 22 arithmetic problems built around logging, fire prevention, soil erosion prevention, and similar topics. Each problem is illustrated by a sketch, and has a short conservation message. As the pamphlets are issued, teachers may obtain single free copies from the Forest Service, U. S. Department of Agriculture, Washington 25, D.C.

**FOREIGN PEN-PALS:** The U. S. Office of Education invites boys and girls in other countries to write to young people in the United States, and receives many thousands of their letters, state Helen Madsen and Wilheimina Rost in *Nebraska Educational Journal*. If your school has, or wants to start, a pen-pal club, the U. S. Office of Education is ready to serve the members. It will attempt to pair them with young people of the same age, sex, and special interests, in any countries preferred. Most of the letters from abroad are in English, but often students who wish to correspond in a certain foreign language can be accommodated. To initiate correspondence, write to the Division of International Education Relations, U. S. Office of Education, Washington 25, D.C.

**YUST 2 CENTS:** Each year Walter Yust, editor of the *Encyclopedia Britannica*, has to obtain new articles from about 1,000 experts—an annual word-age of 2 to 5 million. Among the contributors are many eminent and famous persons—Albert Einstein, George Bernard Shaw, Charles Kettering, and George C. Marshall. Mr. Yust, according to a United Press dispatch, pays for all the articles at

one rate—2 cents a word, the same rate that a hack writer gets for grinding out a Western wood-pulp magazine story. Einstein's check for his contribution on space-time was \$86.40, while George Bernard Shaw received \$68.50 for his article on socialism.

**TELEVISION:** The Greenwich Village church that installed a television set to keep teen-agers out of nearby bars and grills was merely following a trend, says Paul Denis in the *New York Post*. Television, he states, is drawing new people into the saloons, forcing settlement houses, Salvation Army centers, churches, and community centers to meet the competition by putting in television sets.

**SPECIAL:** Special interests are always trying to get schools to observe various special days and weeks. Schools that are tired of bucking the pressure and want to submit might be interested in a list of at least 150 special days, weeks, and months, which this reporter found in *What's Doing in 1949*, "A Guide to the Events of the Year Ahead," published by Public Affairs Press, Washington, D.C. First we'll run through a quick sampling: Donut Week, Apple Day, Cranberry Week, Honey for Breakfast Week, Mule Day, Grandmothers Week, Tie Week, Want Ad Week, and Coin Machine Week. Large Size Week is a bit puzzling, but might be observed by teachers in brooding over the size of their classes. Prosperity Week sounds all right—but who provides the prosperity that week? Any school might be willing to go for Noise Abatement Week. But the one that seems most pertinent, in light of the other 149, is Leave Us Alone Week.

**PENSIONS:** To attract more teachers to the profession, the New Jersey Education Association has asked the State Legislature to adopt by amendment a "Complete Pension" Plan. Under this plan the State would promise new entrants into teaching at least quarter-pay pension if they retire after 35 years, even though they had not reached the regular pension age of 62. The Association says that "35 years is a long time," and that the trend is toward liberalizing retirement systems.

**SITTERS:** A sort of protocol for babies, baby sitters, and parents emerged from a panel dis-

(Continued on page 446)



## Educational Malnutrition and Child-Labor Problems

A HIGH-SCHOOL education for all American children, who are not actually mentally deficient, has been widely accepted, for a considerable period of time, as the minimum educational goal. Progress toward this goal has been slow because of continuing failure to hold in school a larger proportion of the millions of additional students who have been brought into the schools as a result of improved laws and economic and educational progress.

Today we are doing no better than 45 high-school graduates for every 100 children who start school. The other 55 drop out along the way somewhere, as soon as they are legally free to do so—more of them from boredom or frustration than from economic need.

Each year sees an increasing number of bills introduced in state legislatures to deal with the problem of drop-outs by raising the compulsory attendance age from 16 to 17 or 18 years. Yet compulsory measures to keep young people in high school beyond 16 are of dubious value without radical changes in the program offerings of most high schools.

On the compulsory front, there is still much to be done to keep children *under* 16 in school. Standards of many state compulsory-education and child-labor laws will have to be raised before this is accomplished. This is slow work—as the National Child Labor Committee has found after many years of effort on it. Today only 18 states prohibit employment of children under 16 during school hours—and most of these states exempt agriculture and domes-

tic service from this prohibition. Even more surprising, only 14 states require school attendance to 16 years *without exemptions* permitting employment at 14 years or on completion of the 8th grade or because of economic need.

Nearly a quarter of a million 14- and 15-year-old children are out of school for work today, in addition to more than a million 16- and 17-year-olds, who are beyond compulsory school age. The total number of children 14 through 17 out of school for work exceeds by more than one-half million the total number employed both *full and part time* in 1940.

Tightening the laws to keep more children under 16 in school, and greater success in holding young people over 16 in school until they are graduated, both call for measures to improve their educational fare. The Committee on Life Adjustment Education for Youth, appointed by the U. S. Office of Education to study changes needed in the secondary-school curriculum, has stated that the needs of the 20 per cent of students who will go to college are being adequately met in the high schools, and also the needs of the 20 per cent who are in vocational programs, but that the needs of the remaining 60 per cent are not being met—in fact, that their “educational diet is far below subsistence level.”

Merely requiring young people to stay in school longer, therefore, does not mean they will benefit from the additional time spent in school. If nothing more is offered than another year or two of the same lean diet, they will leave as soon as they can.

Revision of the secondary-school curriculum to give young people useful preparation for their future careers as workers, citizens, and parents—which they will want because they recognize its value—is the only way by which the minimum goal of high-school education for all our citizens can be reached.

High schools today are still competing with jobs, in trying to hold their students, even though the jobs open to school-age children may not be as good as they were during the war and the drop-outs have to hunt a little harder to find them.

During the 20-year period, 1920 to 1940, the notable development in secondary-school programs probably was the expansion of vocational education. This expansion was largely the result of funds appropriated by the Federal Government to enable the states to provide more and better vocational training for students who were not "book-minded." Many students have benefited from the opportunities provided by this alternative to the academic curriculum.

The pressing problem for the next 10 or 20 years—and it is to be hoped that substantial progress can be made on it before that additional 2,000,000 students reach the high schools in 1960—is the overhauling of general education. This overhauling has been talked about for many years without much result. But the three-year program of the Committee on Life Adjustment Education for Youth should stimulate genuine progress toward a high-school education which will prepare students for the responsibilities that the great majority will enter upon shortly after leaving high school—work, citizenship, and family living.

Federal aid to general education will be essential, as federal aid to vocational education has been essential, in developing the programs and facilities which are needed. There is a clear correlation between the amount of money spent on schools and the drop-out rate.

Representatives of vocational education helped to initiate, and are participating in, the work of the Committee on Life Adjustment Education for Youth. They are as strongly convinced as the other educators on the Committee that it is improved general education, not more vocational education, that is needed for that 60 per cent of high-school students who suffer from educational malnutrition. These are the students who leave school in large numbers to take their chances in industry because they cannot see that education is getting them anywhere.

Individual schools are cooperating in the program to break the ground in getting away from the traditional, compartmentalized "subject" curriculum and teach students how to live in the modern world. These schools are experimenting with instruction in human relations, civic obligations, consumer education, work experience, physical and emotional health, and international affairs.

Most boys and girls today are headed for jobs which require little specialized training. But if they can learn through an enriched curriculum what good work habits are, how to get along with people, how to be good citizens and parents, and how to get satisfaction out of their leisure time, their chances of developing into mature and well-adjusted adults, capable of meeting their responsibilities, will be good.

I believe that the work of the Committee on Life Adjustment Education for Youth is a most hopeful development. The purpose of legal measures to prevent early employment is to give children a chance for normal and healthy development—and this means education of the kind which enables all children to develop to their maximum capacities.

FLORENCE TAYLOR

Assistant Secretary in Charge of  
Research  
National Child Labor Committee  
New York, N.Y.



# Religious Instruction in a School Building

By DANIEL R. HODGDON

(This is the concluding instalment of a two-part article on the legal aspects of religious instruction for public-school pupils. In the February issue, Dr. Hodgdon dealt with rulings on excusing the pupils for such instruction. In this issue he covers rulings on religious instruction in the school building.—Ed.)

A United States Supreme Court decision in an Illinois case (March 8, 1948) has significant bearing on religious instruction during school hours. In Champaign, Ill., members of the Jewish, Roman Catholic, and some Protestant faiths formed a voluntary association called the Champaign Council on Religious Education. They obtained permission from the board of education to offer classes in religious instruction to public-school pupils in grades 4 through 9.

Classes were composed of pupils whose parents signed printed cards requesting that their children be permitted to attend these classes. The classes were held weekly—thirty minutes for the lower grades, forty-five minutes for the higher grades. The Council employed the teachers of these classes, at no expense to the school authorities, but the instructors were subject to the approval of the superintendent of schools.

Three religious groups were established, using Protestant teachers, Catholic priests, and a Jewish rabbi. Classes were conducted in the regular classrooms of the school building. Students who did not take religious instruction were not released from public-school duties. They were required to leave their classrooms and go to some other place in the building for study, while the pupils taking religious instruction went to these classes. Reports of attendance and absences went to the regular teachers of the school.

In other words, pupils compelled by law to go to school for secular education were released in part from their legal duty upon condition that they attend the religious classes.

This practice was considered by the United States Supreme Court—beyond any question—to be a utilization of the tax-established and tax-supported

public-school system to aid religious groups to spread their faith, and thus fell squarely under the ban of the First Amendment, made applicable to the states by the Fourteenth Amendment. (*Everson vs. Board of Education*, 330 U. S. 1, 67 S. Ct. 504)

Neither the state nor Federal Government can establish a church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another. The Constitution requires—not comprehensive identification of state with religion—but complete separation.

The state cannot force or influence a person against his will to remain away from church, nor influence a person to go to church, nor force him to profess a belief or disbelief in any religion. No person can be punished for entertaining or professing religious belief or disbelief, for church attendance or non-church attendance. No tax, large or small, can be levied to support religious activities or institutions. A state cannot openly or secretly participate in the affairs of any religious organization or group, and vice versa. A wall of separation exists.

Both religion and government can best work to achieve their lofty aims if each is left free from the other. The wall between church and state must be kept high and impregnable. If the state affords sectarian groups an invaluable aid by helping to provide pupils with religious instruction through the use of the compulsory public-school machinery, there is no separation of church and state, and the act is illegal.

The power of the superintendent of schools to approve teachers of the religious classes was a prior censorship on religion and participation in religion.

In this case, President Grant was quoted as saying:

"Encourage free schools and resolve that not one dollar appropriated for their support shall be appropriated for the support of any sectarian school. Resolve that neither states nor nation, nor both combined, shall support institutions of learning other than those sufficient to afford every child growing up in the land an opportunity of a good

common education, unmixed with sectarian, pagan, or atheistical dogma. Leave the matter of religion to the family altar, the church, and the private school, supported entirely by private contributions. Keep the church and state forever separated."

Elihu Root was also quoted thus, in reference to the New York State Constitution:

"It is not a question of religion or of creed, or of party. It's a question of declaring and maintaining the great American principle of eternal separation of church and state."

The United States Supreme Court reviewed the history of religion in the early schools of our nation, and the movement started by Superintendent

Wirt of Gary, Ind., in permitting part of school time to be used for religious instruction. The court emphatically declared that the use of any school building for religious instruction was illegal in any state.

Out of this case has come the implication that no school time can be used for religious instruction. The use of school time for this purpose is now a doubtful procedure. We have yet to learn what the United States Supreme Court will hold when it considers a case involving the dismissal of school children to attend religious instruction outside of school during school time. Such a case will, no doubt, soon be before the Court.



## Recently They Said:

### *Why Teacher Is Tired*

The most persistent fault that we find in our observation of teaching in the high schools is the tendency toward monopoly of the class time by the teacher's own activity. It is not an exaggeration to say that in some cases what the teacher says takes up ninety per cent of the period. A teacher who thinks clearly in his field and expresses himself well gets a genuine satisfaction from the clarity and cogency of his explanations; he may easily fall into the error of thinking that the virtues of the explanation guarantee learning. A teacher who finds to his dismay that the class has not learned as he hoped will, in all earnestness and conscientiousness, redouble his efforts; too often this urge results in even more doing and talking on his part during the class hour.

Such procedures of course ignore the fact that the youngster learns only by his own activity.—H. H. RYAN in *Secondary School Bulletin* (N.J. State Dept. of Education).

### *Reading for Marks*

In the Grandview High School, where I teach English and speech, we have been operating an extensive course in reading for a number of years. In English classes the emphasis is on reading. Our students are required to read an increasing number of books for various grades. The A student must read four books every six weeks, the B student three books, the C student two books and the D student one book. The A student is required to read a more difficult type of book than are those desir-

ing lesser marks. All books must be approved in advance by the teacher. Every effort is made to make certain that the students understand the material read. Every effort is made to assure the maximum performance of each and every child according to his individual ability. You see, we believe that the program should be fitted to the child rather than fit the child to the curriculum.—LEONARD T. CURTIS in *Washington Education Journal*.

### *Dealing with Bias*

The principal must be careful not to allow his own point of view to color his evaluation of lessons taught by teachers of a different political or economic faith. Where bias is suspected, the principal should take corrective action:

1. Assume a complaint of biased teaching by pupils, parents, or fellow teacher. The chairmen should be asked to investigate. The problem should be approached as a professional one. If the problem is not solved, the principal should undertake an impartial investigation of his own.
2. No teacher should be condemned on the basis of an isolated incident. A professionally competent judgment on a teacher will consider the trend and general character of his work.
3. The purpose of any measures taken by the principal should be primarily educative and corrective rather than punitive.
4. If the teacher still indulges in his zealotry to use the classroom as his radical or reactionary forum, he ought to be marked unsatisfactory.—WOOLF COLVIN in *High Points*.



## BOOK REVIEWS



KIMBALL WILES and EARL R. GABLER, *Review Editors*

*New World of Science*, by R. WILL BURNETT, BERNARD JAFFE, and HERBERT S. ZIM. New York: Silver Burdett Co., 1948. 504 pages, \$2.92.

*New World of Science* has the new look. Its design, to catch the interest of the general-science student, certainly will be successful. The authors claim it was written "to be exciting and challenging—a pleasurable experience for both students and teachers," and the claim is well justified. What small faults it seems to have are insignificant compared to its total worth.

The organization of *New World of Science* seems at first glance to follow the traditional pattern of covering subject fields. Close reading, however, soon reveals a marvelous filtering process in which subject matter has been chosen to meet the needs and interests of the students rather than to supply them with the traditional course materials. Throughout the text one is aware of the tremendous guidance service which this book can help to accomplish,

which is the true province of an exploratory science course.

The book was given to several general-science students for the reading of short sections and for comment. The invariable response was a hopeful "Will we get this one?" The authors through their admirable choice of photographs and the excellent diagrams have been able to arouse immediate interest. This interest is sustained by the lucid writing, which might serve as an example for many other textbook writers.

EUGENE STERN

James Monroe High School  
Bronx, N.Y.

*Young Folks at Home*, by FLORENCE L. HARRIS and TREVA E. KAUFFMAN. Boston: D. C. Heath & Co., 1948. 444 pages, \$2.60.

This book is a textbook of superior quality for junior-high-school students in home economics. The style is delightful and appealing to young



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VIRGINIA SHUTTERLY  
Grover Cleveland High School  
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*An Application of the Level of Aspiration Experiment to the Study of Personality*, by SIBYLLE K. ESCALONA. (Contributions to Education, No. 937). New York: Bureau of Publications, Teachers College, Columbia University, 1948. 132 pages, \$2.10.

Persons who work in guidance will especially appreciate through this volume, the outgrowth of a Ph.D. study, new light thrown upon the various ways in which well-adjusted and maladjusted pupils react to success and to failure. Among the fifteen conclusions the author has drawn from an analysis of reactions noted when her subjects faced and worked on a differentiated battery of jig-saw puzzles, readers may be surprised, for example, at the rationale assumed by both groups in the many instances in which students actually raised their Level of Aspiration (LA) after a failure. The hope is expressed that, in time, controlled LA tests can definitely indicate specific types of maladjustment buried within pupils.

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*Spelling Goals 9*, by ROSE WICKEY, MAY B. LAMBADER, and ALICE LANTERMAN. St. Louis, Mo.: Webster Publishing Co., 1948. 114 pages, \$1.35.

The teacher who cannot find the raw material for spelling practice in the reading and writing of his pupils may well be attracted by the abundant, ready-made exercises in *Spelling Goals 9*. The book is pleasing in format and is amusingly illustrated with apt line drawings. The authors have conscientiously presented the words in meaningful context; they have provided for all the significant aspects of successful spelling; and they have blue-printed a plan of procedure for the teacher. The inclusion of lists of troublesome words and a "dictionary help" make this a handbook for efficient use. Its very completeness, however, gives this book an academic tone. Words like *obscurity* and *spontaneous* sound alien to the vocabulary of today's ninth grader, and the inclusion of busy-work exercises like "Find 3 words in column 3 that contain 3 i's each" seems meaningless. It would appear that the authors have been over-zealous in planning for the classroom teacher, who needs to be made aware of the materials at hand that can be used.

MARGARET KURILECZ  
High School  
Dobbs Ferry, N.Y.

## Books Received

### Professional

- Encyclopedia of Vocational Guidance*, edited by OSCAR J. KAPLAN. New York: Philosophical Library, 1948. 1422 pages, in two volumes, \$18.50.
- Rural Sociology*, by LOWRY NELSON. New York: American Book Co., 1948. 567 pages, \$4.25.
- Guiding Homeroom and Club Activities*, by RUTH FEDDER. New York: McGraw-Hill Book Co., 1949. 467 pages, \$4.50.
- Planning and Modernizing the School Plant*, by MERLE A. STONEMAN, KNUTE O. BROADY, and ALANSON D. BRAINARD. Lincoln: University of Nebraska Press, 1949. 328 pages.
- Film and Education*, edited by GODFREY ELLIOTT. New York: Philosophical Library, 1948. 597 pages, \$7.50.
- The Third Mental Measurements Yearbook*, edited by OSCAR KRISEN BURG. New Brunswick, N. J.: Rutgers University Press, 1949. 1047 pages, \$12.50.
- Home Economics Education in the Junior High School*: an instructional guide written by the home-economics teachers for use in the Denver junior high schools. Denver, Colo.: Denver Pub-

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lic Schools, 1948. 250 pages, paper bound.  
*Home Economics Education in the Senior High School*: an instructional guide written by the home-economics teachers for use in the Denver senior high schools. Denver, Colo.: Denver Public Schools, 1948. 425 pages, paper bound.  
*Lovejoy's Complete Guide to American Colleges and Universities*, Rev. Ed., by CLARENCE E. LOVEJOY. New York: Simon and Schuster, 1948. 158 pages, paper bound, \$1.49.

#### Science and Mathematics

*A First Course in Algebra*, 2nd Rev., by N. J. LENNES and J. W. MAUCKER. New York: The Macmillan Co., 1949. 561 pages, \$2.40.  
*Plane Geometry*, by DAVID P. SMITH, JR. and ANTHONY I. MARINO. New York: Charles E. Merrill Co., 1948. 490 pages, \$1.96.  
*Mathematics for Today: A Course in General Mathematics*, by ANTHONY I. MARINO and HAROLD P. FAWCETT. New York: Charles E. Merrill Co., 1948. 470 pages, \$1.96.  
*Exploring Biology*, 3rd Ed., by ELLA THEA SMITH. New York: Harcourt, Brace and Co., 1949. 607 pages, \$3.28.

#### English

*Moby Dick*, by HERMAN MELVILLE, adapted by VERNE B. BROWN. Chicago: Scott, Foresman and Co., 1948. 310 pages, \$2.  
*Language Skills: Advanced Course*, by DOROTHY J. COLBURN. New York: Harcourt, Brace and Co., 1949. 566 pages, \$2.12.  
*Pleasure in Literature*, by EGBERT W. NIEMAN and GEORGE E. SALT. New York: Harcourt, Brace and Co., 1949. 654 pages, \$2.92.  
*Literature and Life in America*, (Rev. Ed. of *Literature and Life, Book Three*) by DUDLEY MILES and ROBERT C. POOLEY. Chicago: Scott, Foresman and Co., 1948. 726 pages, \$2.80.  
*Literature and Life in England* (Rev. Ed. of *Literature and Life, Book Four*), by DUDLEY MILES and ROBERT C. POOLEY. 822 pages, \$3.  
*Read and Comprehend*, Rev. Ed., by PEARLE E. KNIGHT and ARTHUR E. TRAXLER. Boston: D. C. Heath and Co., 1949. 298 pages, \$2.20.

#### Social Studies

*Global Geography*, by PAUL R. HANNA and JOSEPH E. WILLIAMS: A Workbook-text in world geog-

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*The Rise of Our Free Nation*, Rev. Ed., by EDNA MCGUIRE and THOMAS B. PORTWOOD. New York: The Macmillan Co., 1948. 710 + xlvi pages, \$2.52.

*Dictionary of Modern Economics: A Handbook of Essential Information Concerning the Basic Terms of Business, Finance, Commerce & Modern Economic Society*, by BYRNE J. HORTON with JULIEN RIPLEY, JR. and M. B. SCHNAPPER. Washington, D. C.: Public Affairs Press, 1948. 365 pages, \$5.

*The Record of Mankind*, by A. WESLEY ROEHM,

MORRIS R. BUSKE, HUTTON WEBSTER, and EDGAR B. WESLEY. Boston: D. C. Heath & Co., 1949. 744 pages, \$3.60.

*Your Personal Economics: An Introduction to Consumer Education*, 2nd Ed., by AUGUSTUS H. SMITH, GLADYS BAHR, and FRED T. WILHELMS. New York: McGraw-Hill Book Co., 1949. 458 pages, \$2.50.

*Living in the City*, by A. ELWOOD ADAMS and EDWARD EVERETT WALKER. New York: McGraw-Hill Book Co., 1949. 216 pages, \$1.96.

### Miscellaneous

*Swoope's Lessons in Practical Electricity*, 18th Ed., Rev. and Enlarged, by ERICH HAUSMANN. New York: D. Van Nostrand Co., 1948. 769 pages, \$4.80.

*Radar Primer*, by J. L. HORNUNG. New York: McGraw-Hill Book Co., 1948. 218 pages, \$2.80.

*Mechanical Drawing at Work*, by WILLIAM W. ROGERS and ROBERT H. BARNES. New York: Silver Burdett Co., 1948. 186 pages, \$12.60.

*4000 Years of Christmas*, by EARL W. COUNT. New York: Henry Schuman, 1948. 95 pages, \$2.

*The Truman Program—Addresses and Messages by President Harry S. Truman*, edited by M. B. SCHNAPPER. Washington, D. C.: Public Affairs



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*Working with Plastics*, by ARTHUR DUNHAM. New York: McGraw-Hill Book Co., 1948. 225 pages, \$3.50.

*Practical Shop Mathematics* (Vol. One—Elementary) New 3rd Ed., by JOHN H. WOLFE and EVERETT R. PHELPS. New York: McGraw-Hill Book Co., 1948. 371 pages, \$2.40.

*Fundamentals of Health and Safety*, by GROVER W. MUELLER and ELIZABETH CHANT ROBERTSON. New York: D. Van Nostrand Co., 1948. 345 pages, \$2.40.

### Pamphlets Received

*Your Teeth—How to Save Them* (Pamphlet No. 147), by HERBERT YAHRAES. New York: Public Affairs Committee, 1949. 32 pages, 20 cents.

*Sweden's Labor Program*, by TAGE LINDBOM. New York: League for Industrial Democracy, 1948. 61 pages, 35 cents.

*Guidance Testing*, by CLIFFORD P. FROELICH and ARTHUR L. BENSON. Chicago: Science Research

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Associates, 1948. 104 pages, \$1.

"The People": A Study of the Navajos, by GEORGE I. SANCHEZ. Order from Haskell Institute Print Shop, Lawrence, Kansas. 1948. 90 pages, \$1.

Operation Atomic Vision: A Teaching-Learning Unit for High-School Students, prepared by HUBERT M. EVANS, RYLAND W. CRARY, and C. GLEN HASS. Washington, D. C.: National Association of Secondary-School Principals, 1948. 95 pages, 60 cents.

Life Adjustment Education for Every Youth, prepared in the Division of Secondary Education and Division of Vocational Education, Washington, D. C.: Federal Security Agency, Office of Education, 1948. 132 pages.

Danger in Discord, by OSCAR and MARY F. HANDLIN. New York: Anti-Defamation League of B-Nai B'Rith, 1948. 39 pages, 20 cents.

Directory of Private Business Schools in the United States: A Handbook for Vocational Advisors and Guidance Officers. Washington, D. C.: National Council of Business Schools, 1948. 48 pages.

Approved Technical Institutes: A Handbook of Information for Vocational Guidance Officers, Student Advisors, Etc., compiled by J. S. NOFFSINGER. Washington, D. C.: National Council of Technical Schools, 1948. 48 pages, 25 cents.

Home Study Blue Book and Directory of Private Home Study Schools and Courses approved by the National Home Study Council, compiled by J. S. NOFFSINGER. Washington, D. C.: National Home Study Council, 12th Ed., 1948. 31 pages.

The High-School Principal and Safety (High-School Series, Bulletin No. 1). Washington, D. C.: National Education Association, 1948. 32 pages, 35 cents.

What Good is High School? by E. F. LINDQUIST, LAUREN A. VAN DYKE, and JOHN R. YALE. Chicago: Science Research Associates, 1948. 43 pages, 75 cents.

How to Improve Your Study Habits, by SAMUEL N. LE COUNT. Palo Alto, Calif.: Pacific Books, 1948. 30 pages, 25 cents.

Safety in Farm Mechanics and with Farm Machines (Rural Series Bulletin No. 2). Washington, D. C.: National Education Association, 1948. 31 pages, 35 cents.

The Physical Education Instructor and Safety (High-School Series Bulletin No. 2). Washington, D. C.: National Education Association, 1948. 48 pages, 50 cents.

Evaluating Guidance Procedures: A Review of the Literature, by CLIFFORD P. FROELICH. Washington, D. C.: Office of Education, Federal Security Agency, 1949. 26 pages, single copy free on request.

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## SCHOOL NEWS DIGEST

*(Continued from page 433)*

cussion led by 6 teen-age baby sitters at a PTA meeting attended by 200 parents in the New Canaan, Conn., High School auditorium, says the New York *Herald Tribune*. Sitters and parents brought up plenty of grievances to be threshed out—and no doubt if the babies had been there they'd have put in a few howls, too. The sitters flatly rejected a set standard rate of fees, and went all out for the free-enterprise system. Inevitably there was a lively discussion on discipline. Should the sitter swat little Adolph when he becomes insufferable? One slim girl—a high-school senior—opposed corporal punishment on the ground that some of her charges are big enough to fight back. Another sitter appoints a "Think Chair," has an obstreperous child sit in it to think things over, and then discusses the situation with him. A junior-high boy said that he usually got results by looking down at an unruly charge and asking, "You wanna get tough?" Maybe that works in New Canaan. Still, we'd like to have a look at his shins.

ADULT EDUCATION: "Taft After Dark" is the name by which many people in the Bronx, N.Y., know the city's biggest neighborhood adult-education project, in Taft High School, says Marguerite Young in the New York *Herald Tribune*. Until September 1948, Taft High School was "locked up tight" at 3 P.M. Now the school is filled to capacity every night, Monday through Friday, by about 3,900 persons who have come to take advantage of the 130 night courses offered. To serve as many adults as possible, night-school students are limited to one course. But there is a waiting list of 1,500 who can't be accommodated. There are cultural and vocational courses, and courses that appeal to various hobby interests. The curriculum ranges all the way from stenography to fencing.

PROHIBITIVE: In the class of 1948, more than 80% of the undergraduates of Wesleyan University, Middletown, Conn., were veterans, who received \$1,085 or more a year from the Government. But by 1952 only 7% of the student body will be veterans, according to Sterling A. Callisen, associate dean of the College, quoted in the New York *Herald Tribune*. And the rising cost of a college education will affect enrolments seriously by 1950. A year at Wesleyan now costs the average student at least \$1,500. The College offers only 6 scholarships a year—and they pay less than half the amount the

*(Continued on page 448)*

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## SCHOOL NEWS DIGEST

(Continued from page 446)

Government allowed each veteran. When the veterans drift away, where can a college muster up a student body? Well, for one thing, colleges will get over any ideas that a prospective entrant should have made all A's in high school. ("Can you spell 'cat'? . . . Good! You got two out of three letters right! Welcome to old Dizzy Heights U!")

**ARBITER:** California is the only state in the U. S. in which the State University is the sole agency that accredits public high schools. (In 39 states the State Department of Education does it.) In spite of this, says Herman A. Spindt in *California Journal of Secondary Education*, relations of the high schools and the University of California "have been close, even if not always cordial." The University also relieves the high-school principals of the onerous duty of making recommendations for admission. It has established standards of scholarship in selected subjects, and decides about admissions on the basis of those standards, without advice from the principals: "Few principals wish to return to the recommendation system, in which each principal is, in effect, a director of admissions for the University." The University doesn't prescribe the content of preparatory courses, but merely takes a principal's word that such courses satisfy the requirements.

**SOLICITING:** Maybe there's an easier way to raise \$440 for a sound movie projector than to stage a carnival. The PTA in Udell, Ia., says *Midland Schools*, had voted to hold such a carnival. But a member learned that some citizens would rather contribute money than help to put on the event. So a solicitation was tried. The commercial class typed letters, explaining the need of a projector and mentioning that a solicitor would call, and these were sent to all families in the district. A 3-day solicitation produced \$366, and in a few more days the fund reached \$455.

**LEISURE:** Many high-school and college graduates, as they grow older, have fewer and fewer interests outside of their breadwinning activities, according to a survey reported by Richard C. Knopf in *Ohio Schools*. Among retired, non-working individuals, "a surprising per cent have no interests of any vitality whatever." Mr. Knopf says that schools must do more to encourage wide participation in hobby groups and other leisure-time activities. He says that in too many schools, clubs, organizations, and activities are "well-meaning, but poorly advertised and presented."

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